43386

National Library
of Canada

Canadian Theses Division

Ottawa, Canada
K1A 0N4

Bibliothèque nationale
du Canada

Division des thèses canadiennes

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

- Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

Carol Daymond Deutscher

Date of Birth — Date de naissance

September 6, 1944

Country of Birth — Lieu de naissance

England

Permanent Address — Résidence fixe

24 Great Oaks I
Sherwood Park,
Alberta T8A 0V8

Title of Thesis — Titre de la thèse

An Ethnography of a kindergarten Classroom: Searching out the Hidden Curriculum

University — Université

University of Alberta

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

Master of Education

Year this degree conferred — Année d'obtention de ce grade

1979

Name of Supervisor — Nom du directeur de thèse

Dr S Therrien

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

October

Date

October 1, 1979

Signature

Carol Deutscher

NL-91 (4/77)

National Library of Canada

Cataloguing Branch
Canadian Theses Division

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

Bibliothèque nationale du Canada

Direction du catalogage
Division des thèses canadiennes

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (3/77)

THE UNIVERSITY OF ALBERTA

AN ETHNOGRAPHY OF A KINDERGARTEN CLASSROOM: SEARCHING OUT THE HIDDEN CURRICULUM

by

© Carol Daymond Deutscher

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA
FALL, 1979

THE UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled AN ETHNOGRAPHY OF A KINDERGARTEN CLASSROOM: SEARCHING OUT THE HIDDEN CURRICULUM submitted by CAROL DAYMOND DEUTSCHER in partial fulfillment of the requirements for the degree of Master of Education.

Susan Therrien
Supervisor

Date August 15, 1979

ACKNOWLEDGEMENTS

This study would not have been possible without the support of many people. Therefore, the author wishes to gratefully acknowledge the following persons:

To Dr. S. Therrien, thesis supervisor, who gave so generously of her time, expertise and encouragement, while guiding the author through an ethnographic study.

To the members of the committee, Dr. M. Horowitz and Dr. M. Van Manen, for their encouragement and assistance.

To Mrs. Wright, Mrs. Jansen and the kindergarten class, for allowing the author to become a part of the classroom environment.

To the typist, Clara Gallagher, for her valuable advice and meticulous work.

To the second reader, Marie Langford, for her unfailing attention to detail.

Finally, to my family for their support and encouragement and especially to my children, Neil and Samantha, who helped in so many ways that no words can express my gratitude.

ABSTRACT

The purpose of this ethnographic study was to describe the classroom interactions in an attempt to uncover the hidden curriculum as perceived by the classroom participants.

The exploratory premise of this study was that the kindergarten experience influences the attitudes and behaviours of the children, acting as the initial socialization process for their school career. This socialization process was described as a mutual affair as the children socialize the teacher while becoming socialized themselves.

The questions to be answered were generated throughout the study as new information was received and new category systems emerged.

The outcomes of the questions posed were the emergence of a hidden curriculum, the various aspects of the teacher's role and an examination of classroom communication.

In collecting the data, the objective was to provide as full a description of the classroom events as possible. The research techniques used in this study included written narrative descriptions, informal interviews and field notes. The observations were analyzed in a number of ways as the category systems emerged.

The following is an overview of this thesis: Chapter I defines the problem posed for this study; Chapter II provides a review of the research using ethnographic techniques to examine classroom phenomena; Chapter III describes the methodology of the research; Chapter IV outlines the teacher's role; Chapter V examines communication in the classroom; Chapter VI describes the hidden curriculum, and Chapter VII provides the definitions, rules and a sketch of a typical day in the classroom.

A number of personal conclusions and implications are offered based upon the researcher's experiences in the classroom using the techniques for ethnographic research.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS iv

ABSTRACT v

Chapter

I. THE NATURE OF THE PROBLEM 1

THE EXPLORATORY PREMISE 1

THE PROBLEM 2

II. THE REVIEW OF THE LITERATURE 4

Review of the Research Using Ethnographic Techniques to Examine Classroom Phenoma 4

III. THE METHODOLOGY OF THE RESEARCH 9

INFLUENCES AFFECTING THE CHOICE OF METHODOLOGY 9

The Design 13

The Setting 15

The Children's Reactions to the Data Collection 15

The Teacher's Reaction to the Data Collection 17

IV. THE TEACHER'S ROLE 19

Formality/Informality 19

Teacher as Organizer 24

Source of Knowledge 32

Teacher as Judge 34

Personal Awareness 38

Page

The Child's Interpretation 40

The Teacher Can Make Mistakes 42

V. COMMUNICATION IN THE CLASSROOM 44

Shared and Private Knowledge 47

VI. THE HIDDEN CURRICULUM 50

Listening 50

Quality Work 54

Learning "The Right Way" 57

Mistakes Made by the Children 59

Stay on the Topic 60

Preparation for Grade One 62

Don't be Silly! 64

Power in the Classroom 65

VII. FINDINGS, CONCLUSIONS AND IMPLICATIONS 70

To the Reader of an Ethnography 70

Seven Rules for Success in Mrs. Wright's Classroom 74

How to Have a "Good" Day in Mrs. Wright's Classroom 78

Implications Drawn from the Study 84

EPILOGUE 88

Reflections on an Ethnography 88

BIBLIOGRAPHY 91

Page

APPENDICES

A. CLASSROOM MAP 95

B. CENTRES AVAILABLE 96

C. DAILY PLAN 100

D. RESEARCHER'S DIARY 101

E. CLASSROOM OBSERVATIONS 102

Monday, April 23, 1979 103

Tuesday, April 24, 1979 119

Thursday, April 26, 1979 133

Friday, April 27, 1979 149

Monday, April 30, 1979 156

Tuesday, May 1, 1979 164

Thursday, May 3, 1979 173

Friday, May 4, 1979 184

Monday, May 7, 1979 191

Tuesday, May 8, 1979 197

Wednesday, May 9, 1979 204

Thursday, May 10, 1979 212

Tuesday, May 15, 1979 218

Thursday, May 17, 1979 223

Friday, May 18, 1979 228

Tuesday, May 22, 1979 231

Wednesday, May 23, 1979 235

Thursday, May 24, 1979 241

Friday, May 25, 1979 247

CHAPTER I

THE NATURE OF THE PROBLEM

Kindergarten is sometimes perceived by educators as a year of preparation for school. During this year, four- and five-year-old children are prepared socially and emotionally for school life. Children are expected to learn to play the game, read the cues and adapt to their immediate educational circumstances. One means by which the children learn to read these cues is through the "hidden curriculum," a term Jackson (1968:33-34) used to describe the covert teaching which occurs in schools.

THE EXPLORATORY PREMISE

> The hidden curriculum permeates the classroom environment; it is not necessary for the teacher to state these lessons as goals or to devote lessons to teaching them because the child will learn these things simply by living in the classroom day after day.
>
> King (1977:21)

The kindergarten experience influences the attitudes and behaviours of the children, acting as the initial socialization process for their school career. However, this socialization process is a mutual affair as the children socialize the teacher while becoming socialized themselves. Although the teacher sets the dominant rules of the classroom, these rules are open to interpretation and modification by the children.

> The crowds, the praise and the power that combined to give a distinctive flavour to classroom life collectively form a hidden curriculum which each student must master if he is to make his way satisfactorily through the school.
>
> Jackson (1968:33-34)

THE PROBLEM

The purpose of this study was to describe the classroom interactions in an attempt to uncover the hidden curriculum as perceived by the classroom participants (the teacher, the aide and the children).

During an ethnographic study, questions are generated as new information is received and new category systems emerge. Further questions may be generated during the study. Some of the questions which this study attempted to answer were:

1. What are the children's perceptions of the classroom routines?
2. What are the teacher's perceptions of the classroom routines?
3. What constitutes shared and private knowledge in the classroom?
4. How is the teacher's role reflected in the child's behaviour in the classroom?
5. How does the use of time, space and materials reveal shared knowledge in the classroom?
6. The teacher and child may place different meanings

on the same situation. In these situations, how does the child make sense of these conflicting messages?

7. What are the terms that the participants use to define their world?

CHAPTER II

THE REVIEW OF THE LITERATURE

Review of the Research Using Ethnographic Techniques to Examine Classroom Phenomena

Smith and Geoffrey (1968:1-2) attempted to analyze "the real world" of classroom participants by describing the silent language of a culture, a classroom in a slum school. This "silent language" was described by Hall (cited in Smith & Geoffrey, 1968:1-2).

> Hall's major point states that this transaction of a culture to an individual and the individual to a culture amounts to a 'silent language': much of it is unspoken, unconscious and often quite subtle.

The subtleties and complexities of the classroom were revealed while Smith and Geoffrey developed a scientific language about the phenomena to use for research purposes. Verificational research attempted to support the hypotheses generated, based upon classroom interactions.

Gracey (1967) described the kindergarten as an "academic boot camp" where the child learned the student role. Observations were used to support the findings. Gracey outlined the school routines and the physical structure of the classroom. The social structure was cited as ". . . a far more powerful and subtle force for fitting the children to the student role" (Gracey, 1967:297).

Part of the student role entailed ". . . doing what you're told and never mind why" (Gracey, 1967:298). Another type of learning resulted when the children learned to create a small world of their own within the adult structures.

> They very quickly learn that if they keep within permissable limits of noise and action they can play much as they please.
>
> Gracey (1967:298)

The children playing in semi-independent little groups were compared to the "informal groups" which form in factories and offices. In this way, the student role prepared the children for their future roles in bureaucracies.

Gracey (1967:299) explains the reason for describing the kindergarten year as a prepatory year, spent in learning the student role.

> In the classrooms in the rest of the school, the children will be asked to submit to systems and routines imposed by the teachers and the curriculum. The days will be much like those of kindergarten except that academic subjects will be substituted for the activities of kindergarten.

The final goal of the education process was learning to submit to the rigid routines imposed by "the company" even those which might not make much sense to the participants.

> Kindergarten, therefore can be seen as preparing children not only for participation in the bureaucratic organization of large school systems but also for the large-scale occupational bureaucracies of modern society.
>
> Gracey (1967:299)

Jackson (1968:vii) outlined the purpose of his study of the classroom experience.

> It's aim is neither to damn schools nor to praise them, nor

> even necessarily to change them. Rather, the goal is simply to arouse the reader's interest and possibly to awaken his concern over aspects of school life that seem to be arousing less interest than they deserve.

The focus was on the early years of schooling since it is during that period that the young child is expected to learn the behaviours which enable one to deal with institutional life.

Justification was provided for focusing on trivial classroom events, significant because

> . . . of the frequency of their occurrence the standardization of the school environment and the compulsory quality of daily attendance.
>
> Jackson (1968:5)

Jackson (1968) selected the most important aspects of school life. Crowds, praise and power were described as three facts of life which all students, even the youngest, must understand.

The term, the hidden curriculum, was provided by Jackson (1968:33-34).

> . . . the crowds, the praise, and the power that combine to give a distinctive flavour to classroom life collectively form a hidden curriculum which each student {and teacher} must master if he is to make his way satisfactorily through the school.

The reasons for selecting these three main issues were outlined using classroom observations to support the findings. Learning to live in a classroom required that one must learn to live in a crowd. Most things which are done in school are done in the presence of others. This fact was cited as having profound implications for determining the quality of a student's life. Evaluation, by others, of one's words and deeds was another fact of school life. Children were expected to learn to accept these evaluations, modifying their behaviour accordingly.

Finally, Jackson (1968:10) outlined the distinction between teachers and students in schools.

> School is also a place in which the division between the weak and the powerful is clearly drawn. . . . Teachers are indeed more powerful than students, in the sense of having greater responsibility for giving shape to classroom events and this sharp difference in authority is another feature with which students must learn how to deal.

Reasons were provided for taking a new look at teaching by moving up close to the phenomenon of the teacher's world (and the child's world). Jackson (1968:162) discriminated between the teacher's "primary" concern and "ultimate" concern.

> Teachers, particularly in the lower grades, seem to be more activity-oriented than learning-oriented. That is, they commonly decide on a set of activities which they believe will have a desirable outcome and then focus on achieving and maintaining student involvement in those activities.

The complexities of classroom life are offered as reasons why the teacher must learn to tolerate a high degree of uncertainty and ambiguity. In many situations, a course of action was selected because it seemed the most appropriate one. These decisions were based on intuition.

Participant observation, anthropological field study and the increasing number of observational studies were described as promising methods for analyzing classroom phenomena. Jackson (1968:176) offered another suggestion for classroom research:

> In addition to participant observers it might be wise to foster the growth of observant participators in our schools - teachers, administrators, and perhaps even students who have the ability to step back from their experiences, view them analytically, and talk about them articulately.

An important outcome of observational studies could be a set of descriptive terms to provide a language of educational criticism, that would be useful to insiders and outsiders alike.

> When teachers and researchers begin to talk the same language, as it were, the possible benefits that each may derive from listening to the other will be greatly increased.
>
> Jackson (1968:176)

CHAPTER III

THE METHODOLOGY OF THE RESEARCH

INFLUENCES AFFECTING THE CHOICE OF METHODOLOGY

"Ethnography has been described as an anthropologist's 'picture' of the way of life of some interacting human group" (Wolcott, 1975:112). Descriptions of the "cultural experience" of classrooms are attempts to reveal the complexities of the classroom culture.

Spradley and McCurdy (1968) have suggested that we are all ethnographers in our everyday life. We make statements which reveal our perceptions of what others have done or said. Children in every society, as they attempt to make sense of their world, ask questions about what people mean by what they say, why other people act in certain ways and which forms of behaviour are appropriate.

The ethnographer must consciously attempt to be objective.

> No observer can ever fully overcome his own perceptual orientation. The word 'objective' then, is used as a desired goal, rather than as a reality. It is possible to record what one sees objectively, but it is a mistake to assume that it is seen objectively.
>
> Gordon (1966:65)

In order to describe objects and events as they exist without evaluating, interpreting or prejudging them, the ethnographer must be aware of his own biases and try to prevent them from colouring an accurate description of events. The researcher can minimize the effects of personal biases in the observations and analysis of data by separating inferences and opinions from the observed occurrences. Furthermore, the ethnographer attempts to understand the subjective interpretations of the participants in the social setting.

Since it is impossible to observe all the events and objects involved in any social interaction, selective attention plays an important role. The research questions generated during a study may help to compensate for this selective process when collecting and analyzing the data.

Spradley and McCurdy (1972:13) explain:

> In any research, selective observation and selective interpretation always work to transform the 'actual events' into the 'facts' that are used in a descriptive account.

Since any researcher decides that some facts are more important than others, awareness of these decisions is an important element in such research.

> The only choice for the investigator is whether or not he will be conscious of his own selective processes or whether they will go on without his awareness.
> Spradley and McCurdy (1972:14)

Spradley and McCurdy (1972:18) explain the ethnographer's goal.

> The ethnographer seeks to describe a culture using those criteria that his informants employ as they observe, interpret and describe their own experience.

Smith and Geoffrey (1968:3) used the term "micro-ethnography of the classroom" to describe their classroom research. Two reasons were given to explain this label.

> First, we were, as we have indicated, trying to describe carefully the small social system. Secondly, we pursued our problems quite consciously as a social anthropologist might have done.

In order to study the complexities of classroom life, techniques were required which enabled the consideration of the environment, the interactions between all the participants and the use of time, space and materials in the classroom.

Reasons for studying the entire classroom situation were provided by Gordon (1966:5-6).

> The child does not exist independent of his world. . . . Whatever behaviour or learning is elicited depends on all parts of the transactional situation: the learner, the teacher, the material to be learned and the learning setting.

Most social scientists agree that human behaviour is influenced by the setting in which it occurs. The non-participant observer role used in this ethnographic study allowed the researcher to capture the reactions of the participants to classroom situations, as well as their behaviour. Thus, involvement, over time, in the classroom increased awareness of the framework upon which the participants interpreted their thoughts, feelings and actions. Bruyn (1966:12) described this interpretation process:

> By taking the role of his subjects he recreates in his own imagination and experience, the thoughts and feelings which are in the minds of those he studies.

This interpretation can only occur if the researcher is able to participate without becoming oversocialized and unaware of the latent meanings in the situations. Since the researcher approached the situation without preformed categories or predetermined analysis guides, variables emerged as the study progressed.

Glasser and Strauss (1967:34) described the advantages of this approach to data collection.

> The consequences {of the traditional approach} is (sic) often a forcing of data as well as a neglect of relevant concepts and hypotheses that may emerge. . . . Our approach, allowing substantive concepts and hypotheses to emerge first, on their own, enables the analyst to ascertain which, if any, existing formal theory may help him generate his substantive theories. He can then be more objective and less theoretically based.

The underlying principle guiding this kind of research is the assumption that individuals have meaning structures that determine much of their behaviour (Wilson, 1977).

Wolcott (1975:121) offers the following criteria for judging the descriptive adequacy of an ethnography.

> . . . ethnography should be a theory of cultural behaviour in a particular society, the adequacy of which is to be evaluated by a stranger to the culture {who may be the ethnographer} to use the ethnography's statements as instructions for appropriately anticipating the scenes of the society.

In order to describe the culture of a classroom, four main tasks were involved.

1. The first task was acquiring the conceptual tools. This involved not only acquiring the field method

techniques but also required developing the conceptual framework within which to view the classroom as the participants saw it.

2. After selecting a cultural setting (the classroom), appropriate informants were selected. Information gathered through discussions and informal interviews aided in discovering the terms the participants used to define their cultural experience.
3. Field method techniques were used to collect and record descriptions of the behaviour of classroom participants.
4. The final task involved an interpretive analysis of the data in order to describe the culture using the participant's terms. This description was supplemented by direct quotes, from the field notes, which provided the bases of the interpretations.

The Design

The classroom interactions were observed and recorded from April 23 - May 25, 1979, on 19 occasions. The observations were recorded in the form of hand-written, narrative descriptions of classroom events. These notes contained direct reports of the behaviour of the teacher, the children and the aide, as well as insights, inferences and interpretive comments, where appropriate. The notes were summarized daily with clarification added where necessary. A weekly review of the observations provided ideas and special questions to consider during the subsequent data collection periods.

Interviews and informal conversations with the teacher, the children and the aide guided the search for meaning from the participants' points of view. Some of these conversations with the teacher occurred during the class as the teacher added clarification for the researcher's benefit or included an aside to the researcher before or after a conversation.

A diary was also kept in which the researcher's subjective reactions and impressions were recorded. Questions arising from the data collection and analysis of data were also included in the diary.

The daily descriptions were transcribed and analyzed as time permitted. The transcriptions were handled in the following manner: Each observation was analyzed and an initial system of summary categories devised. Appropriate incidents were selected from all of the observations to illustrate each category. The categories were then regrouped into different combinations until the final category system emerged. Incidents which best illustrated each category were retained. These incidents were then organized in an attempt to include the scope and sequence of the factors relevant to each category. The summary categories and the data pertinent to each of the categories were then reviewed in light of the initial research questions which were posed.

The Setting

A large, well equipped kindergarten room accommodated 16 children, a teacher and an aide. This was the second year the aide and teacher had worked together. The children used the title "Mrs." for both the teacher and aide. The teacher and aide related to the children in a similar manner, following the same routine on days when the teacher was out of the room or absent. During the last four observation periods, a substitute teacher took the class. Basically the same day plan was followed with some changes in the scheduling of activities.

The room was divided into activity centres (see Appendix B). A sink and counter unit in the room facilitated cleanup activities. A door leading out from the rug area provided easy access to the out-of-doors and a large window next to the door allowed a view of the climatic conditions and part of the playground.

An initial impression was recorded in the researcher's diary:

> The classroom is bright and attractive. Decorative lettering (done by the teacher?) labels each centre. A variety of displays geared to parents are placed near the door, e.g. Year of the Child. Many photographs of the children are included in the displays.
>
> Children's art work decorates the walls and ceiling.
> (April 23, Researcher's Diary)

The Children's Reactions to the Data Collection

Visitors were a common occurrence in this classroom. The teacher introduced the researcher as "a special visitor who will be in the classroom for some time."

> She tells them the researcher's name and says our visitor would appreciate it if they said 'hello.' She passes out the children's name tags and reminds them to wear them.
>
> (April 23, Researcher's Diary)

By the second day, the name tags weren't required as each child's individual characteristics quickly emerged. The investigator assumed a casual, friendly relationship with the children. Questions were included in informal conversations when further clarification of an event seemed necessary. The children soon discovered another source for help with shoelaces, zippers and broken pencils. Acceptance seemed certain when the visitor was invited to share snack at the children's request, without prompting from the teacher.

Observations were recorded throughout the afternoon in various centres. During discussions and story time, a chair near the carpeted area provided a non-central location for observation. Trips to the library and gym were part of the observations.

Finally on May 3, one of the children questioned the researcher's activities.

> Monica stands next to the researcher.
>
> Monica: Do you send notes to people?
> Researcher: Would you like a note?
> Monica: No. Just every time you're here you're writing notes.

> The researcher explains that she's writing about what boys and girls do in kindergarten.
>
> Monica: Oh, I just wondered.
>
> She smiles at the researcher and walks away. (May 3)

Monica was the only child to directly question the researcher's constant note writing. Eventually the children came for help with certain activities. As this possibility had been discussed with the teacher beforehand, each request was handled as it arose, in a manner which suited the situation. Since the children were used to other helpers in the classroom, to have refused their requests would have presented the children with an unusual phenomenon to make sense of - an adult who ignored requests for assistance.

The Teacher's Reaction to the Data Collection

Since the researcher was not an invited guest in the classroom, rather one sent to the classroom at the school board's pleasure, every attempt was made to develop a friendly, unobtrusive relationship with the teacher. In a study which involves the almost continuous presence of an observer, the early contact between the observer and participants requires that the observer's credibility in the non-judgemental role be clearly established. The fact was clarified that the data collection was in no way evaluative. The immediacy of the teaching situation, especially with young children, was recognized as a key factor in the study. One often responds in a spontaneous manner, perhaps as a result of the children's own spontaneous reactions to life. Even with an observer in the classroom, one becomes so caught up in the momentum of the day, that a teacher can't possibly weigh every action or statement before reacting to situations.

Added to these facts was an awareness of the numerous interruptions and disruptions which occur in classroom situations. Discussions of these factors reassured the teacher that both the problems and also rewards associated in working with young children were acknowledged.

The children did not distinguish between the aide or the teacher in the teacher's role. During the observations, the children's lack of distinction was acknowledged. However, on April 27, when the teacher was out of the room, the aide told the researcher that she (the aide) wasn't a teacher therefore everything she said and did shouldn't be written down. This request was respected.

Discussions of classroom events between teacher and researcher were usually initiated by the teacher, as she seemed to enjoy the opportunity to share incidents which occurred during the course of the observations. At no time did the researcher feel that observation made the teacher uncomfortable.

CHAPTER IV

THE TEACHER'S ROLE

Examination of the data revealed many features of the teacher's role. The teacher's beliefs about teaching, learning, interaction with children and use of classroom resources were illustrated by classroom events. Certain facets of the teacher's role emerged as complementary, interrelated positions. In many cases, one aspect of the teacher's role reflected several other important features of classroom life.

Analysis of the data resulted in the selection of the several categories which appear to be important aspects of this teacher's role.

Formality/Informality

The degree of formality in the teacher-child relationship reflected the teacher's philosophy of education and her perception of her role in the classroom. The definition of a classroom as informal according to Jackson (1968: 128) was a relative matter.

> It's meaning is derived from a comparison of what teaching once was or what it might become if the teacher chose to exercise the full power of his authority.

Therefore informal really meant less formal rather than not formal. The classroom interactions were still governed by forms, rules and conventions. Informality was not allowed to interfere with the institution's definitions of responsibility, authority and tradition.

The teacher's use of her formal title, Mrs. Wright, indicated that the teacher didn't want the children to call her "teacher."

> Grant: Teacher?
> Teacher: What's my name, Grant? (May 1)

When questioned about these frequent self-references, the teacher was unaware of this practice although she agreed that she didn't wish to be called "teacher" by the children. On April 24, the teacher presented a request to the class:

> Teacher: Who can paint Mrs. Wright a big red barn? (April 24)

Later, the same day:

> Teacher: Remember Mrs. Wright told you all the baby animals are born in the spring? (April 24)

What was the rationale behind the teacher's use of a distancing mechanism to set her apart from the children? The teacher implied her status as teacher by the use of her formal name, Mrs. Wright, when she requested that a child perform a task. If there was a possibility that the child might not want to do the task or, even more important, might refuse to do the task, the teacher "pulled rank" on the child by the use of her formal title. Was this one way of ensuring that certain requests received compliance? For example, on April 24 the teacher asked:

> Who can paint a big red barn for Mrs. Wright?
> Janice says she will.
> Teacher: You can. Good, Janice!

Could this incident be captioned "Mission accomplished"? By volunteering for duty, Janice received a privilege. Since she was busy painting the barn, Janice was absolved from cleanup activities that day. Did Janice expect to receive a reward as a result of her action?

One of the teacher's main roles in the classroom has been defined as "source of knowledge." When the teacher assumed this role, she reverted to her formal title:

> Teacher: Remember Mrs. Wright told you all the baby animals are born in the spring? (April 24)

Infallibility in the teacher's role was impossible. Therefore during a slip from the role as "source of knowledge," the teacher used a typically informal term of reference:

> Teacher: Who remembers what food group eggs are from? Who remembers from our nutrition?
> Child: Meat and alternatives.
> Teacher: Good, I nearly said Dairy Products. I'm glad you remembered it. (April 26)

When the teacher expressed disapproval of unacceptable behaviour, an informal reference was used:

> A child boos at a song title suggested by the teacher.
> Teacher: Who said boo? Jeff, I don't believe it! That's not very nice. We have to sing some songs that our guests know. (May 3)

Did the teacher react from a personal rather than a professional conviction about acceptable classroom behaviour? Was it possible that the teacher viewed the children's behaviour as an indication of her influence upon the children?

The teacher assumed responsibility for the children's behaviour anywhere in the school:

> The children are quiet and attentive while watching the operetta. When the researcher mentions the children's behaviour, the teacher says, "They never let me down!" (April 27)

A fine line existed between the teacher's right and the child's right to reflect upon the teacher's feelings, foibles and appearance. Disparaging statements were made by the teacher as she attempted to explain her behaviour:

> Teacher: But your silly old teacher couldn't put it all together. . . . (April 23)
>
> Teacher: Grouchy old Mrs. Wright. I'm just afraid they're going to crack their heads open! (May 17)

In these instances, was the teacher able to predict the children's perceptions of her behaviour? Did this explain her use of descriptions such as a child might offer? A note from a mother mentioned Jim's reference to the teacher as "the funniest girl in town." The teacher laughed and said, "He probably does think I'm crazy." (April 23). Apparently it was permissable for the teacher to receive this type of information when relayed through a third party. Comments such as this directly from the child might have evoked a different response. Recorded in the researcher's journal on May 17:

> Tara (to teacher): Hi, Fatso.
> Teacher (obviously taken aback): That's not very nice! You shouldn't talk to me like that! (May 17)

Later, the teacher explained that these incidents occurred because they (teacher and aide) joke around so much with the children.

> A child suggests doing some exercises.
>
> Teacher: No, I'm too lazy! (April 24)

No response was made by the children. Did the children realize that any comment which supported this claim would be rebuked?

Another distancing technique was used when a child questioned the teacher about an upcoming event:

> Ted: Mrs. Wright, you're going to have a baby.
> Teacher: How did you know?
> Ted: My Mom told me.
> Teacher: Not for a long time. You'll all be in grade one. By then you'll have forgotten me. (May 15)

Events scheduled to happen in the future wouldn't affect the children, since the teacher-child relationship will have ended. Later, the teacher expressed her feelings at the time:

> Teacher: My face got so red. I don't know why. I decided to tell them the truth rather than beat around the bush.
> (May 15, Researcher's Diary)

The presence of another observer in the classroom, the mother of a prospective kindergarten child, might have accounted for part of the embarrassment during this incident.

Further examination of the use of referents in the classroom revealed other situations in which the teacher used an informal personal reference:

> Referring to the books the teacher had asked Monica to tidy up.
>
> Teacher: Monica, I thought you were going to do this for me. (May 4)

Did the teacher interpret Monica's lack of compliance as a challenge of the teacher's authority or a rejection of established classroom routine? Since these routines were initiated by the teacher, could rejections of classroom routines be viewed by the teacher as personal rejection?

When addressing the class as a group, the teacher often used collective nouns such as boys and girls or ladies and gentlemen. However, each child considered their own name important. At this time of year, May, the teacher and aide knew everyone's name and no instances were observed in which a child was called by the wrong name. When the substitute teacher mistakenly called Tracy by Susan's name, Tracy corrected her:

Tracy (shouting): My name is Tracy! (May 23)

The children retained feelings of individuality and personal importance through the use of their own name. It became important to Tracy to be recognized as a distinct individual in the classroom.

Teacher as Organizer

Classroom organization was designed and implemented by the teacher. Examination of the use of time, space and materials revealed many characteristics of the teacher's role.

Use of space.

> The classroom presents to the pupil a body of information regarding expectations for learning and behavior. These are communicated to him not only through the physical arrangement

> of space but also through the nature and types of displays on bulletin boards in the room.
>
> Gordon (1966:90)

Although the classroom was divided into several different activity centres, some areas served several functions. The craft tables were also used for snack; the carpeted areas were used for group discussions, story time and construction activities (see Appendix B for centres available and Appendix A for classroom map). Number limits were imposed, by the teacher, at certain centres. In some cases the limits resulted from the nature of the activities:

> Teacher: Mrs. Jansen can only work with two people at one time as it's a lot of work. (April 30)

At other times, the limits helped to maintain classroom control:

> One boy asks if they could play with the building set, making space ships. When the teacher agrees, five boys run to the block centre.
> Teacher: Only three people at one time.
> Two boys are told to leave the centre. (May 24)

These limits were arbitrary teacher decisions. Even if a child protested, the limits remained firm:

> Scott: That's what I wanted to do.
> Dot-to-dot sheets and colour-code pictures are suggested as Scott's alternatives. (May 24)

The children reminded each other of the rules:

> Tracy goes over to the sandbox. One of the boys reminds her that only two people are allowed to play in the sand.
> Tracy: I don't care!
> Aide: Tracy, only two people in the sand. Did you forget the rule?
> Tracy stands up; shakes her head; smiles at the aide and leaves the sandbox. (April 27)

Some children tried to impose their own limits:

> Susan walks over to the table where four girls are working.
> Tara: Only four people here. (There are six chairs at the table). Susan ignores her by sitting down on one of the chairs. (May 9)

Participation in activities or movement from one area to another were governed by the teacher's curricular goals:

> Teacher: I like them to stay at the same centre so that they accomplish something. This develops good work habits for grade one. (May 15)

The children were usually asked which activities they wished to join:

> The teacher asks the remaining children what they want to play today.
> Teacher: Who wants to play with the plastic farm?
> Several children hurry to the table occupied by the farm set. (April 26)

Some activities weren't as popular as others. In these cases, the teacher assigned certain children to the activity:

> The teacher wants some people to make stuffed animals for the farm mural. No one volunteers so she selects two children for that centre and sends some to finger paint. The children complain about this arbitrary decision.
> Teacher: Hurry up, please.
> One girl doesn't want to go to the stuffed animal centre. She says if she can't paint she doesn't want to do anything. (April 23)

Even the teacher admitted that her attempts to organize the space weren't always successful:

> Laughing while running across the room, they {several children} approach the sink together.
> Teacher: Of course, they always finish at once, so we have about 15 people lined up at the sink. (April 23)

The classroom became "our space" to the children as the year progressed. This feeling developed as the children spent the majority of their time at school in one classroom. Although the children went to the library, the gym and occasionally other classrooms, their personal belongings were always stored in "their" cubbyholes, their coats hung on the coat hooks in the room. Part of their life outside of school was carried into the classroom. Art work and crafts made by the children decorated the walls and ceiling. Several displays - the Birthday houses, the telephone chart and the envelopes containing the leaders' names all reassured the children that they belonged in this room.

Cleanup activities were an important part of each day. The teacher attempted to develop a sense of pride in the room as each child was involved in caring for the materials by putting things away.

When another class came to spend time in the room, the children acted as though their territory had been invaded. Groans and complaints were heard as the children accommodated another class on "their" rug:

Kathy: I sure had lots of dirty air back there. (May 15)

The other class came back again the next day to practise their song for the retirement party.

Child: Oh, no! We're going to be squished again! (May 16)

When the class left, expressions of relief were heard:

Children: Thank goodness! That's better! (May 16)

Orderly exits from the classroom were obtained by sex-segregated dressing, number limits and lining-up procedures:

> Teacher: I'm going to let the boys get ready for recess, the favourite time of the day. Now, girls can get ready for recess. (April 26)

> Jeff leaves the room to go to the bathroom. Grant asks for permission to go to the bathroom.
> Aide: Jeff is there right now so you'll have to wait. (April 30)

Movements from one area to another were also organized by the teacher:

> Teacher: Boys, you can tiptoe to the snack tables. Girls, you can go to the snack tables. (April 23)

The space near the coat hooks became crowded when the children all tried to get their coats at once. Therefore a plan had been devised by the teacher to avoid this congestion. The children brought their coats back to the carpet to get dressed. Although this rule had been established at the beginning of the school year, the teacher reminded the children almost daily:

> She {the teacher} reminds the children to put their coats on at the carpet so they don't have any crashes. (April 24)

> Teacher: Coats to the rug, please. Did you forget the rule? (May 3)

Use of time. In adult society, the concept of time carries several connotations. An individual's philosophy of life is reflected by personal attitudes about time. Is time a commodity (something useful or valuable) or is it a depletable resource (once used, gone forever)? The teacher's concepts of time were relayed to the children by her messages.

Often these messages related to a lack of time:

> When a child suggests that they play another game.
> Teacher: No, we don't have time. We won't have time for Show and Tell tomorrow because we're going to the dress rehearsal for the school operetta. We won't have time for library either. (April 26)

Various devices used in the classroom were designed to orient the child with the adult concepts of time. Days and weeks were planned using time-slotted lesson plans. The clock in the room was used to decide when activities started and ended:

> Aide: Boys, boys, quickly! It's pickup time. Girls! It's almost time for the recess bell to ring. (April 30)

Eventually, the children could predict the time and its related activities (by the urgency in the tone of voice?):

> Aide: Okay, listen!
> Child: Tidyup time?
> Aide: Tidyup time. (April 27)

The calendar was reviewed on a daily basis so that the children learned the sequence of the days of the week and the months of the year. A row of Birthday Houses, one for each month of the year decorated one wall. Cards bearing each child's name and birthdate were attached to the appropriate house. Some of the children were able to use these symbols accurately as illustrated by an incident involving the substitute teacher.

> Scott shows a camper (for Show and Tell).
> Teacher: Did you just get that for your birthday?
> Tara: No, it's in April. Look up there.
> Tara points to the display of birthday houses on
> the wall. Scott's name is on the April house. (May 25)

A daily method of orientation resulted from the scheduling of snack. Individual servings of snack, brought by each child, were placed in the "sharing basket." These were pooled and then served to all the children. A specific snack was planned for each day: Monday - fruit; Tuesday - vegetables; Wednesday - cheese and crackers; Thursday - cooking; Friday - dried fruit and nuts.

Statements made by the teacher revealed her interpretation of the children's reactions to the schedule. Requests for cleanup were often prefaced with interpretive comments:

> Teacher: I hate to be the Bad News Bear but it's time to tidy up. (April 23)

Recess was also defined by the teacher:

> Teacher: I'm going to let the boys get ready for recess, the favourite time of the day. (April 26)

Any changes in the schedule were at the teacher's pleasure, usually to provide unbroken blocks of time for other activities or to accommodate special plans made by the teacher.

Because the class was going to watch the school operetta, snack was served before recess.

> Tracy sits on the rug talking with the high school girls. When Cameron passes out his cupcakes, she goes back to the table. Since Tracy is on a restricted diet, she puts the cupcake into her lunch box.

> Aide: You'll have to have your snack when you come
> in after recess.
> Tracy: I just wish we weren't having snack so early. (April 27)

Deviations from the schedule, suggested by the children were not accepted:

> One of the high school students brought a beautifully decorated cake for snack. . . , Monica suggests that they have snack now.
> Teacher: You always have snack after recess.
> Twenty-to-three, after recess. (April 24)

Use of materials. The classroom environment was planned so that materials were easily available to the children. Appropriate materials were available at each centre, displayed to attract the children's attention, organized to facilitate pickup and delivery by the children. Cleanup activities were included in the classroom routine so that the children accepted responsibility for the materials.

During activities, the teacher stressed the "right way" for the children to interact with the materials. Praise was given for the correct use of materials. Reprimands or removal of the materials resulted from improper use of the materials.

Many of the classroom displays feature children's work. The planning and actual arrangement of these displays were carried out by the teacher and aide. The children were not consulted as to when or how activities would be initiated, arranged or dismantled. Children's work was taken home when it was distributed by the aide or teacher.

Clay medallions were made as Mother's Day gifts:

Teacher: Today we're going to start our Mother's
Day presents. We're going to make
medallions.
The teacher demonstrates the process for rolling and
cutting out clay circles. Using several small tools,
she draws a design on the medallion. After each
child finishes their medallion, they place them in
a plastic bag to dry slowly. (May 3)

All the medallions were made that day.

Scott (looking at the medallions for Mother's
Day): Teacher, what are these?
Teacher: Those are the pendants for Mother's
Day. You were away so I made your
mother one. (May 8)

Source of Knowledge

Closely related to the teacher's role as organizer was her position as source of knowledge in the classroom. Through her selection of curricular goals, specific outcomes were planned for the children.

Throughout the day, the teacher used different methods to check that the children were learning and remembering the facts presented in a variety of ways. During 'discussion time' and 'story time', many questions were asked by the teacher to check that the children were attending to and comprehending the presentations.

Teacher: What does poultry yard mean?
Jim: The farmer yard.
Teacher: No, ducks, geese, roosters and chickens
are all poultry. Are ducks poultry?
Child: Yes.
Teacher: Yes, good! Sit flat please. (April 26)

During other activities, the teacher chose to let the children find answers to their questions:

> Jim: Why did they candle eggs?
> Teacher: You'll find out in a minute.
> As the filmstrip progresses, Jim receives
> the answer to his question. (April 26)

Unless the children remembered the information they received, the teacher's role as source of knowledge lost much of its effectiveness. According to the messages conveyed by the teacher, remembering was a difficult task requiring concentration, correct posture and frequent reminders from the teacher. In many respects, remembering was closely related to listening. It was definitely something for the children to worry about:

> The teacher suggested that the children should read their {library} books as soon as they took them home so they could return the books to school in a few days.
> Teacher: Then you won't have to worry about remembering it. (May 7)

Remembering was important because one never knew when the teacher might refer back to knowledge she had presented earlier:

> Teacher: Remember Mrs. Wright told you that when things are far away they look smaller? Tara, sit up tall! (May 15)

Remembering was like listening. It helped if one sat up tall.

Many of the teacher's practices were based upon her knowledge of the things that would be expected of the children in grade one. The classroom routines and the rationale for many activities reflected the teacher's knowledge of what the children needed to know for future success in school (see Chapter VI - Preparation for Grade One).

Teacher as Judge

Evaluation emerged as another facet of the teacher's role. These evaluations focused on various aspects of the child's participation in the classroom experience. Jackson (1968:10) described the evaluative process:

> It is not only what you do there but what others think of what you do that is important. Adaption to school life requires the student to become used to living under the constant condition of having his words and deeds evaluated by others.

The children were evaluated on their ability to achieve the curricular goals, the teacher's expectations and their possession of certain character traits. When the children achieved the curricular goals, they were praised by the teacher:

> After the story, the teacher checks the children's attention by asking questions related to the content of the story. When the children's answers reveal their knowledge, the teacher praises them.
> Teacher: Gee, you were good listeners! (May 1)

Criticism resulted from failure to meet these goals:

> Monica moves the plastic silo causing the top to fall off. The teacher tries to put it back on.
> Teacher: Mrs. Wright doesn't often get crabby with you guys but you're supposed to play with things properly. (April 24)

Evaluations of life were presented to the children in the teacher's pronouncements:

> Jim is cutting out his second farm animal.
> Jim: It's so boring!
> Teacher: Well Jim, life can't be one big exciting moment!
> Jim continues cutting out the second shape. (April 23)

Tracy's late arrival often disrupted classroom routine:

> 1:20 Tracy arrives. The aide asks the teacher if she should start Tracy at the activity.
> Teacher: No, Tracy can just watch. Tracy, why are you late?
> Tracy has her fingers in her mouth so her reply is muffled.
> Teacher: Pardon, I can't hear you. Take your hand away from your mouth.
> Tracy: Mom and Dad didn't get home from the office in time. (May 1)

Was Tracy punished for her late arrival by not being allowed to join the activity? Since Tracy was diabetic, she ate an individual snack instead of partaking in the shared group snack. This snack had to be eaten at the same time every day. Rescheduling of snack resulted in Tracy eating alone, before or after the rest of the class.

> Because of Tracy's diabetes, the teacher kept a roll of Life Savers in her desk in case Tracy had an insulin reaction.
> Nancy coughs several times. The teacher takes a roll of Life Savers out of her desk and gives one to Nancy.
> Teacher: Tracy, do you mind? You're such a good girl. We don't even need them for you.
> (Tracy's diabetes is well controlled) (May 1)

Evaluations made by the teacher soon become accepted facts:

> Teacher: Tracy's always late, of course! (May 7)

Therefore when the substitute teacher asked the leaders to do their jobs, Tracy's absence was noted.

> Teacher: Tracy isn't here yet.
> Several children explained to the teacher, "Tracy's always late." (May 23)

Cleanup provided an opportunity for behaviour evaluation:

> Teacher (to Tracy): You're a great one for helping! You love to mess up but when it comes to cleanup, forget it! (May 10)

Contests were initiated by the teacher for the purpose of evaluation:

> A contest between the boys and girls is suggested by the teacher, as the children dress for recess.
> Child: Who won?
> Teacher: It's a tie since you were both very quiet! (May 17)

In another contest, the children didn't receive a final evaluation:

> Teacher: Girls, go to get your coats. See if you can go quieter than the boys.
> Jim: Is this a contest?
> Teacher: Yes, it's definitely a contest!
> Ted (to the aide, as he puts on his coat): I wonder who won?
> The aide doesn't realize that he's referring to the contest and he doesn't elaborate. (May 15)

Evaluations were also made by other people:

> Aide: Girls, the house corner is a mess! (May 9)

However, the teacher administered justice:

> The teacher calls the names of the children who were playing in the house corner.
> Teacher: That's too bad, girls. You'll just have to miss them {the Star Wars cards}. You know the rules!
> While the girls tidy the house corner, the other children look at the cards. (May 9)

Often the teacher commented upon the appearance of individual children:

> Teacher (to the birthday girl): You look very nice. (May 4)

> Kathy is wearing a straw sunhat.
> Teacher: Gee, you look so cute?
> The teacher ties the ribbons under Kathy's chin and laughs. (May 3)

> 1:10 Janice arrives. She tells the teacher she's late because her mother curled her hair.
> Teacher: You look very nice. (May 4)

Facial expressions were important to the teacher. Did the teacher use these as a method for evaluating the child's happiness during school?

> Teacher: Smile, Susan. You look so much nicer when you smile. (May 3)
>
> Teacher: I think I'll buy Susan and Scott new smilers so they can smile when they come to school. (May 8)
>
> Teacher: Hi, Scott. Where's the smile?
> He laughs. (April 23)

Occasionally the teacher's evaluation seemed patronizing or indulgent:

> When they come to the last verse of a song, the children shout the last line. The teacher covers her ears and laughs, "Oh, you guys!" (May 3)

Implied: Children will be children.

The evaluative aspect of the teacher's role resulted from the teacher's belief that the children's behaviour reflected her ability as a teacher:

> The children are quiet and attentive while watching the operetta. When the researcher mentions the children's behaviour, the teacher says, "They never let me down!" (April 27)

Statements made to the children also revealed that the teacher felt accountable for the children's behaviour.

> The teacher is leaving the classroom. The teacher tells the children she'll see them in about one hour.
> Teacher: I know I can trust you to be good. (April 27)

Evaluation of the children's statements focused on truthfulness:

Tara: You know what? My friends know some astronauts that went to the moon.
The teacher replied, doubtfully, "Well, maybe. I'm not going to say they don't." (May 7)

Then Susan added the comment, "I've walked on the moon."
In an attempt to find truth in an unbelievable claim, the teacher suggested, "Oh, you mean at Disneyland." (May 7)

During a Space story, Tara added to the discussion.

Tara: I went to Mars.
Teacher: Pardon me? Oh, you mean at Disneyland? (May 10)

When the teacher felt confident that her facts were correct, she didn't hesitate to correct the child:

Susan: My mom had a baby sister.
Teacher: You don't know yet. Your dad said he would phone us when he knew. Don't make things up. (May 10)

Was the teacher's insistence upon factual content in the children's statements related to a need to help the child distinguish between fantasy and reality?

On May 24, during a creative movement session, led by a mother, her introductory statement related to the distinction between real and make-believe.

Mrs. Hill: I will help you to remember which is the real and the make-believe. (May 24)

Was this considered an important dichotomy for imaginative five-year-olds?

Personal Awareness

Certain comments made reflectively by the teacher indicated awareness of her effect upon the children:

Teacher: One more time and you'll be sitting on the listening chair again. It sounds like the electric chair. (April 26)

Sometimes it almost seemed as though the teacher couldn't avoid certain behaviour.

> Teacher (to a mother and child at home time): I've been an old grouch, yelling and screaming at them all day but I guess they forgive me. (April 26)

Attempts were made to assure the children that the teacher didn't enjoy harping at them.

> Teacher: I think some of us are having difficulty following directions. I don't like having to remind you of things. It's not very much fun for me and it's not very nice for you. (May 7)

The children didn't have any input into classroom rules and routines. Could the teacher have found solutions to some of the problems by working them out with the children?

Inability to regulate everything in the classroom was expressed by the teacher:

> After a painting session, several children hurried to the sink to wash their hands.
>
> Teacher: Of course, they always finish at once so we have about 15 people lined up at the sink. (April 23)

On April 24, Scott asked the teacher to do something for him.

> Teacher (laughs): I'm not your slave.
> Scott goes to the garbage can himself. (April 24)

Imitation was the sincerest form of flattery:

> Tara brought some farm pictures. The teacher tells her to look at her pictures and prepare what she's going to say about them. . . . Tara sits on a small chair to tell the boys and girls about her pictures.
>
> Teacher (an aside to the researcher): She could be the teacher if I wasn't here. (April 24)

The Child's Interpretation

Incidents through which the children revealed their impressions of the teacher's power and authority illustrated several aspects of the teacher's role.

> Susan was trying to force Tara to sit down next to her.
> Tara: You think you're the teacher!
> Susan (emphatically): I do not! (May 1)

Obviously Susan was not pleased with Tara's interpretation of her behaviour.

The concept of "work" seemed to influence the child's interpretation of the teacher's role:

> Two children working at the craft table are talking about quitting school.
> Jim: Let them do all the work for awhile!
> Tara: Yeah, let them see what it's like!
> Teacher: Jim, you're being very silly and I don't like it. Tara, if you're being foolish too, you can just quit it! (May 8)

Did "them" refer to the teacher and aide? Did the children really feel that they do all the work? Apparently Tara thought so:

> Teacher: Nancy, go and get me a paper towel. Mrs. Wright is lazy today.
> Tara: Poor kids have to do all the work!
> Teacher: Poor kids! (May 9)

Jim and Cameron felt that the teacher made all the decisions in the classroom:

> Cameron (to the aide): Are we going to the playground today?
> Aide: I don't know.
> Cameron: The teacher decides.
> Jim: The children should decide sometimes!
> Cameron: Yeah! (May 23)

The children received some interesting messages related to the teacher's role as curriculum planner:

> (While constructing a space mobile)
> Jim: What's so good about these satellites?
> Teacher: Nothing! Nothing's good about them. They just keep you busy.
> Jim: Well, I'd better hurry up. Playtime will soon be over. (May 23)

Andrea also asked a question about the Space activities.

> Andrea: How long will we be doing Space?
> Teacher: Oh, about two weeks. Until I get sick of it. (May 9)

No wonder the children felt that activities were imposed upon them by the teacher:

> The teacher praised Susan for doing something all by herself.
> Tracy: We don't do it all by ourselves. You tell us. (May 15)

Recognition of the teacher's role as judge resulted in Cameron's request for justice.

> Cameron (to aide): Put Kevin on the listening chair. He broke what I was building.
> After the aide talks with the boys, the story emerged that both boys were at fault. Cameron accidentally broke something Kevin was building so Kevin retaliated. The aide talks to both boys about not breaking anyone's property. (May 4)

Some of the children were capable of assuming the teacher's role.

> Scott, Susan and Tara are colouring pictures using a colour-code chart.
> Susan: Do you know how to read?
> Scott: No.
> Susan: Oh, dear! This is going to be kind of troubly!
> Tara: What?
> Susan: He can't read and I can't read.

(continued)

> Tara: I can. Come and sit over here.
> Tara points to the chair next to her. Scott moves to sit next to Tara. Tara points to an area on the picture marked 'r'.
> Tara: Just colour that red. Just plain red, then put it back in there.
> Tara points to the tray of crayons. (May 25)

Pleased to demonstrate her ability to read, Tara enjoyed the important role she assumed. Hence, her directions regarding disposal of the crayon after use - a decision Scott could have made independently.

Attempts by the teacher to enter the child's realm of knowledge allowed the child to evaluate the teacher. During previous discussions, the teacher admitted her lack of knowledge about Star Wars and Battlestar Galactica. While working with the Space unit, the teacher learned to identify the Star Wars models:

> The teacher shows Jim the Star Wars model, naming each one as she holds them up.
> Teacher: Aren't you proud of me?
> Jim: But you don't know very much! (May 4)

Apparently Jim wasn't impressed.

The Teacher Can Make Mistakes

Classroom incidents revealed that the teacher was fallible. Jackson (1968:153) suggested that teacher's mistakes may be educationally beneficial.

> Unlike the computer in the records office and the electrical system that regulates the bells and buzzers, classroom teachers sometimes get angry or laugh or make mistakes or look confused. Unlike televised instructors or teaching machines or text books, real live teachers must often confess (if they are honest) that they do not know something or that they have made an error.

> Thus teachers are able to personify the virtue of possessing knowledge while at the same time demonstrating the limits of that virtue.

The many demands imposed by the teacher's role resulted in mistakes which the teacher cheerfully acknowledged.

> Teacher: Who remembers what food group eggs are from?
> Who remembers from our nutrition?
> Child: Meat and alternatives.
> Teacher: Good, I nearly said Dairy Products. I'm glad you remembered it. (April 26)

Through incidents of this sort, did the children realize that everyone makes mistakes sometimes?

> Teacher: Cameron, did you bring your boxes?
> Cameron: Yes.
> Teacher: You can go and make a puppet.
> Grant: No, I'm next.
> Teacher: Oh, I really made a mistake. Do I make a lot of mistakes? (May 1)

No one answered the teacher's rhetorical question. Did the teacher expect agreement from the children?

> During a casual conversation with the children, the teacher asked, "Who's invited to the party today? I shouldn't have asked that, some feelings might be hurt."
> In an attempt to avoid hurt feelings, the teacher gave a little talk about some people being invited to one party, then different children are invited to the next one. Since all the children knew who was going to the party, no one seemed upset by the question. (May 4)

When the teacher broke her own rules, the children obviously enjoyed pointing out her mistake.

> After the teacher pours the first batch of milkshake, she licks her fingers.
> Tara and Jim: Cheater, cheater. Cheater, cheater, pumpkin eater!
> From the teacher's lack of comment, one assumed that her error was duly acknowledged. (May 10)

CHAPTER V

COMMUNICATION IN THE CLASSROOM

Making sense of the classroom experience was a major task for the children. Situations in which contradictory or conflicting messages were presented to the children increased the difficulty of this task. Confusion or misinterpretation of classroom events resulted from these contradictory messages.

The children's "work" in the classroom often provided the topics for classroom communication. The children received praise for showing initiative or working independently:

> Janice proudly brings the teacher a large sun made of construction paper. The teacher praises her for thinking of such a good idea and for making it so big. The sun is added to the bulletin board display. (May 7)

Praise was given for independent work on ideas initiated by the teacher:

> Teacher holds up Kevin's robot.
> Teacher: Kevin, you were such a good listener.
> You made your robot all by yourself.
> Good for you! Can I hang it up for now? (May 15)

If you do something on your own, make sure you do it right. If you start something and spoil it or make a mess, the teacher won't be pleased:

> Tracy printed her name, in large letters, over the title on the booklet cover.
> Teacher: Tracy, was that necessary? That's not very nice!
> Tracy slumps down in her chair while looking at the teacher. (continued)

> Teacher: You can print smaller than that.
> Tracy leaves the table. (April 26)

In other cases, the teacher made sure the children didn't do anything wrong:

> The teacher selects several snack helpers.
> Teacher: Go to the table and sit up tall. Don't touch anything. (April 26)

Rules also existed to govern the amount of "work" a child should accomplish during the day:

> Kathy has completed several pages in the farm booklet today. While printing a story under Kathy's picture, the teacher tells Kathy, "That's enough work for today or you'll be all finished." (April 26)

Conflicting messages came from the teacher depending upon the recipient of the information. One of the high school students questioned Tara about her farm booklet:

> Student: Tara, do you have to write the words?
> Tara: Only if you feel like it.
> Teacher: Yes, you should write a couple. (April 23)

Moments later the teacher was talking to another high school student about the children's writing:

> Teacher: They only do it if they want to. If they don't, they're not ready yet. (April 23)

Certain questions required different types of answers:

> Teacher: What does prepared mean?
> Children hold up their hands.
> Teacher: It doesn't matter if you don't know. Just guess. (April 23)

She asks another question and tells them to think really hard before they answer the question:

> Teacher: How do you know which pig pen was for Pinky and which one was for Curly? (April 23)

What was the difference between the two questions? One required "hard thinking" but the other only "guessing."

Children wandering around the classroom are redirected by the teacher in an attempt to involve them in the activities. However, if an activity terminated near cleanup time, the child received another message:

> Teacher: Sherry, don't start anything else. It's almost cleanup time. (April 26)

Introducing a "special book," the teacher reassured the children:

> Teacher: Mrs. Wright's not just going to use it as a colouring book because you've grown up so much since the beginning of the year. (April 23)

However, when the teacher mentioned to the children that a boy in the morning class sucked his thumb during story, she described the behaviour:

> Teacher: It's so cute! (April 26)

Classroom rules varied from child to child:

> Scott mentions that he doesn't want to go on the field trip.
> Teacher: Even if you don't want to swim, you should come for the trip and the treat. Don't worry if you can't swim. Lots of people can't swim. (May 7)

Ted's comment that he wasn't going swimming evoked a different response:

> Teacher: Then what are you going to do? Why not?
> Ted: My Mom doesn't want me to get a chill.
> Teacher: I think if you're going to go you should go swimming.

Library books were to be transported between the school and home in plastic bags to prevent damage:

> Teacher: If you have a plastic bag you can take your library book home. If you don't have a plastic bag, put your hand up. (April 24)

Paper bags were not suitable for transporting library books.

> Teacher: I have to be fair. I can't let one person take their book home in a paper bag. (April 24)

Except in certain cases:

> However, one child was allowed to take her library book home in a paper bag because the teacher knows she's reliable. (April 24)

A special position was reserved for people who acted silly or disrupted classroom activities. The "listening chair" was used by the teacher as a form of punishment for misbehaviour:

> Jim continues to dance around the rug so the teacher asks him to sit on the listening chair. After a few minutes, the teacher calls Jim.
> Teacher: Why were you sitting on the listening chair?
> Jim: Because I was being silly at the front there. (April 26)

Why was listening related to punishment in the classroom? How did this affect the child's interpretation of listening?

Shared and Private Knowledge

Certain misunderstandings between the children and the teacher resulted from different types of knowledge. An attempt to define the differences resulted in the terms "shared" and "private" knowledge. Shared knowledge represented facts which both the teacher and children possessed and understood. Private knowledge was restricted to individuals and arose independently of others' knowledge.

Shared knowledge seemed an appropriate term for situations when neither the teacher nor the children questioned the rules and routines of the classroom:

> When the teacher plays the Star Wars theme, Jim
> reminds the children to hurry to the rug.
> Teacher: You were really good listeners! You
> came to the rug as soon as you heard
> the music. (May 8)

Praise often accompanied the children's demonstrations of shared knowledge. When the substitute teacher was in the classroom, on several occasions, the children shared their knowledge of classroom routines:

> Teacher: Time for Show and Tell.
> Child: Wait! Wait! Wait!
> Teacher: Oh, Susan has to pick up the books? (May 25)

Tracy's late arrivals, although knowledge shared by the teacher and children, was not a part of the substitute teacher's knowledge:

> Tracy stands at the door.
> Teacher: Come in and join us, Tracy. Were you
> playing outside with the other kids?
> Tracy: I'm always late, didn't you know that?
> Teacher: I thought maybe you forgot to come in.
> The children laugh. (May 25)

Ideas regarding fairness resulted from the children's knowledge of classroom routines:

> Teacher: People who haven't finished their mobiles
> may do so. The others can start cleanup.
> Scott: That isn't fair. We should all clean up
> together. (May 23)

Misunderstandings and reprimands were usually the result of private knowledge.

The reasons for private knowledge were:

1. The teacher provided new rules as activities progressed and problems arose. In these cases, the children were unaware of the rules until these rules were broken.
2. Sometimes the children tested classroom rules to see if they would be enforced.
3. The egocentric nature of young children prevented them from considering someone else's point of view.
4. The classroom reality was different for the children and the teacher. Since the children had little or no input into determining the rules and routines, this was understandable.
5. Determining the credibility of the children's statements became an important feature of the teacher's role. The ability to distinguish between reality and fantasy was not as important to the children.

CHAPTER VI

THE HIDDEN CURRICULUM

Analysis of the data revealed the features of classroom life which combined to form the hidden curriculum.

Listening

The teacher assumed that the children received knowledge and feedback regarding classroom activities by listening. According to the teacher's instructions, certain behaviours aided listening:

> Teacher: Susan, can you sit up tall? It helps us to listen if we sit up nicely! (May 16)
>
> Teacher: Look at these pictures Monica. I want you to be listening. (April 26)
>
> Teacher: Put your hands in your lap and get ready to listen. (May 15)

Other behaviours alerted the teacher to the fact that certain children weren't listening:

> Teacher: Mutton is meat from a sheep.
> Sean pulls an elastic headband over his head while turning around to talk to the child next to him.
> Teacher: Sean, are you listening? What did I say we call meat from a sheep?
> Sean looks at the teacher.
> Teacher: You weren't listening, were you?
> The teacher then asked the class who remembered what she called it. No one answered. (May 1)

Only Sean was reprimanded for not listening. By sitting quietly, not drawing the teacher's attention, Sean would have avoided this reprimand.

Certain tests were devised by the teacher to check that the children were listening:

Teacher: Nancy, you listen to one side of the record then Mrs. Wright will ask you some questions about it. (May 7)

Teacher: Now, we're going to play a listening activity so I can tell you're listening. (May 1)

The teacher points to the small space available where they {the children} may draw a kitten drinking milk.
Teacher: Did you hear what I said? Good! When I come around I won't expect to see you drawing a horse eating fruit. I'll know you weren't listening. (April 26)

Questions were asked by the teacher to reveal "the listeners":

Teacher: What day did you say it was?
Child: Tuesday.
Teacher: Good, I'm glad someone is listening! (April 24)

Even listening to other people was important:

Teacher: What did the librarian say you'd do next week?
Child: Listen to a story. (May 7)

Listening was rule-governed behaviour:

Several children are talking at once.
Teacher: When it's someone else's turn to talk, you should listen. (May 4)

Sometimes the teacher offered reasons for listening:

Teacher: Tracy, you're not going to remember any of the animals. Sit up nicely and listen please. (April 23)

When the teacher read the children a story, she reminded them to be good listeners so they could write a story later. (May 9)

Listening helped to pass the time:

Teacher: Tara, Kevin. Just sit up tall and listen for a few minutes until it's time to get ready. (May 15)

Not listening resulted in unpleasant situations:

> Teacher: Mrs. Wright is going to lose her temper with all of you if you don't start listening! (May 7)

If an angry teacher wasn't enough trouble, other catastrophies resulted when one didn't listen:

> Heather presses too hard while making a pattern on her medallion, cutting right through the circle.
> Teacher: You weren't listening, then you spoil what you're doing. I already heard Mrs. Jansen get after you for not listening. (May 3)

Not listening resulted in other unpleasant actions by the teacher:

> Teacher: I'm going to get the listening chair out again. I've had to say the same thing too many times! (May 4)

On May 18, for the second week in a row, Tracy brought several items for Show and Tell:

> Teacher: Tracy, now listen! Next week I only want you to bring one thing for Show and Tell. I'm only going to let you show one thing next week.

Classroom activities were disrupted as the teacher chastised non-listeners:

> The teacher asked a child to move to another place on the rug when she noticed he wasn't paying attention, bothering another child during the story.
> Teacher: I don't like the way you're listening. (May 9)

> During an incident in which the children ignored the aide's requests for silence. In an attempt to regain control the noisy children were told to remain curled up on the rug. The aide referred to these children as the 'non-listeners'. (May 16)

> Teacher: Girls, could you please be quiet. That's not very nice if you're not going to listen! (May 7)

Good listening had it's rewards:

> Teacher (looking at Kevin's robot): Kevin, you were such a good listener. You made your robot all by yourself. Good for you! Can I hang it up for now? (May 15)

Sometimes the whole class received recognition for listening:

> Teacher: You were all really good listeners! You came to the rug as soon as you heard the music. (May 8)

Complex forms of listening are required at certain times; for example, when playing "Silent Bingo":

> Aide: You're going to have to really watch. No talking. Just your eyes are going to be doing the listening and talking. (May 1)

Judging by the teacher's comments, comprehension was an important part of the listening process:

> Teacher: This is the last day I have to help with the makeup. The last day I have to leave the room early.
> Child: Are we going to the operetta again?
> Teacher: No, you weren't listening. You already went to the operetta. (May 1)

It became obvious that the children didn't necessarily comprehend facts even when they listened and then repeated the facts themselves:

> The teacher says the date. The children and teacher repeat the date twice.
> Then the teacher asks three different children the same question, "What is the date today?"
> None of the children are able to answer the question. (May 23)

Misunderstandings could also be prevented by careful listening, according to the teacher:

> Teacher: Boys, quietly go and get your coats.
> However, Susan and Kathy also go to the coat racks.
> (Were they not listening or not thinking?)
> Teacher: You aren't boys! (May 15)

Good listeners were aware of everything that happened around them:

> Teacher: Monica, Mrs. Jansen has called you twice now!
> Monica: I didn't hear.
> Teacher: That was obvious. (May 3)

Due to the repeated emphasis on listening, the children developed their own interpretations of good listening:

> Heather: I was quiet when I went to the bathroom. I was listening.
> Aide: You always are. You're such a good girl!
> She hugs Heather. (May 23)

By the teacher's example, the children learned to ignore one sound in the classroom. The kindergarten children started school at 1:00 p.m. The buzzers for the rest of the school rang at 1:15 and 1:20 every afternoon. During this extremely loud noise, the teacher continued to read or talk, totally ignoring the imposing sound.

Quality Work

Through their classroom experiences, the children learned the teacher's expectations for quality work:

> Tara brings a picture to the teacher so that she may dictate a story for it. The teacher says she thinks Tara did it very quickly but she will write a story for it anyway. (April 24)

> Activities for the day included ". . . wipe-off cards to do slowly and properly. If you do it so fast that it doesn't look like it's supposed to, Mrs. Wright will make you do it over."
> Tara: And that's no fun!
> Teacher: Right! That's no fun. (May 15)

There were exceptions to this rule, when the teacher suggested hurrying to a child:

> The teacher tells the children to put their runners on quickly and sit on the rug. (April 24)

Usually these requests for speed were designed to compensate for lateness of arrival or other disruptions to classroom routine:

> Aide: Scott, look at the bunnies quickly. Then put your shoes on. (April 27)

New materials resulted in suggestions designed to increase the quality of work:

> The teacher talks to the children working with pastels: Think about the picture before you start drawing. Don't just start scribbling. (April 30)

The teacher's participation during art activities was designed to enrich the children's ideas:

> The teacher is working with the boys drawing in their "Farm Friends" booklets. The teacher suggests adding details to their pictures.
> Teacher: Do the very best drawing you can. (May 1)

Tasks varied depending upon the teacher's instructions and expectations:

> Teacher: Usually Mrs. Wright tells you to make big pictures. This time you'll have to make small pictures. (April 26)

Experience taught the\children that quality work resulted when one followed the teacher's directions:

> The teacher demonstrated a method for making rocket ships. Kevin's rocket ship is very elaborate with several special features.
> Teacher: Kevin, that's way better than mine! Boys and girls, look what Kevin made. That's great!
> The teacher holds the rocket up so everyone may see it. (May 7)

Elaboration on the teacher's basic themes seemed to elicit the teacher's praise:

> Nancy demonstrates another way to make a pattern on her medallion by using the wheels on a small car.
> Teacher: That's a good idea! (May 3)

One wondered if original projects, initiated by the child, would also receive praise.

As a result of the teacher's requests for slow, careful work, some children were reluctant to involve themselves in certain activities:

> The aide attempted to involve Scott in the rocket ship activities.
> Aide: Scott, have you made one of these?
> Scott: No, I'll make one tomorrow.
> Aide: No, do it today.
> Scott: How long will it take?
> Aide: Not very long.
> Teacher (overhearing this conversation): Scott, I want you to do it slowly and properly. Don't hurry! (May 8)

Scott made a rocket ship, slowly and properly. Again, on May 9, the aide invited Scott to join an activity:

> Aide: Scott, come and make your Mother's Day card.
> Scott: How long does it take? What do I have to write?
> Aide: Just a few words. (May 9)

While Scott worked on his Mother's Day card, the teacher noticed Scott was printing his name in capital letters:

> Teacher: Scott, we have to learn how to make our names with small letters.

The next time Scott is asked to participate, could his hesitancy be a result of the teacher's criticism? Individual work styles or methods of approaching tasks were ignored by the teacher.

Learning "The Right Way"

Certain correct forms of conduct were established by the teacher. These rules governed the child's use of materials, participation in activities and behaviour inside and outside of the classroom. Even the "right way" to sit emerged as one aspect of expected classroom behaviour.

Rules governing the correct use of materials emerged as the children participated in the activities:

> The children are dropping the animals into the silo. The teacher tells them not to put the animals in there. "It's for the hay." She suggests that they play with the animals and the machinery. (April 24)

Damage to the materials resulted in stronger reproaches from the teacher:

> Teacher (noticing Heather folding the card around her pendant): Heather, you're not supposed to fold the green card all up. Gee whiz! (May 10)

> Monica moves the plastic silo causing the top to fall off. The teacher tries to put it back on.
> Teacher: Mrs. Wright doesn't often get crabby with you guys but you're to play with things properly. (April 24)

Accidents only occurred when one played with something improperly?

Some of the children internalized these expectations, showing the same care for their own possessions:

> One of the girls brings her collection of Bunnykins for Show and Tell. She describes them as fragile, "You have to be careful with them." (April 27)

Special privileges required certain behaviour:

> Monica: Can I play the piano?
> Teacher: If the music is there and if you're not just banging. (May 9)

Improper use of materials resulted in undesirable actions by the teacher:

> While the children are arranging the farm set the teacher reminds the children to be careful with it or she will take it down and put it away. (April 26)

Answers to the teacher's questions were expected to meet certain criteria:

> Teacher: Tara, what's the date today?
> Tara: Four.
> Teacher: The whole thing.
> Tara: Today is Friday, May the fourth. (May 4)
>
> Teacher: Remember to answer Mrs. Wright in a nice sentence. (May 16)

Timing is also important when one answered the questions:

> Tracy holds up her hand but when the teacher asks her, she can't think of an answer.
> Teacher: When you hold your hand up, you should have your answer ready. (May 9)

Frequently the teacher admonished the children for sitting incorrectly:

> Teacher: Boys and girls, how are you supposed to be sitting?
> Several children move from Japanese sitting to a cross-legged position. (May 9)

Reasons were given for the emphasis on sitting correctly

> Teacher: I don't want you to sit like that because you won't get strong muscles in your legs. (May 7)

Eventually these messages become part of the child's repertoire:

> Before the story Jim demonstrates {to his mother} "the way Mrs. Wright likes us to sit." (May 10)

Rules were also given for correct behaviour outside of the classroom:

> Aide: Walk quietly. No talking in the halls. (April 30)

Many of the rules seemed to emerge while the children participated in the classroom. Therefore the children were unaware of many of the teacher's expectations until events occurred which occasioned the teacher's admonitions. Teacher expectations varied from child to child and situation to situation.

Mistakes Made by the Children

Inspite of the emphasis on quality work and the right way to do things, the children were usually reassured that mistakes could be corrected:

> When a child makes a mistake printing his name on a library card, the teacher and librarian look for an eraser. The aide goes back to the classroom to get one. When the child reprints his name the teacher checks him and says, "It's excellent! Mrs. Jansen is bringing an eraser so we'll fix it up. Don't worry about it. (April 23)

Confidence developed as the children found they could correct their own mistakes:

> Teacher (to aide): Give Cameron an eraser so he can fix it.
> Teacher (to Cameron): Now I don't want you to worry about this, You don't have to be nervous. (May 1)

Soon it became routine to deal with mistakes as they occurred:

> Tara brings an eraser to the table saying, "Then we can fix our mistakes!" (May 16)

The teacher's attitude towards mistakes was reflected by the explanations she provided for mistakes or accidents:

> The teacher tells Susan she coloured in the wrong farm book yesterday. She reminds the children to read the name on a book carefully before using it. (These were both names starting with S. Susan used Sarah's book).
> Teacher: I guess it wasn't your fault. Tracy {the high school student} should have helped you more. (April 24)

Reassurance from the teacher helped to smooth a difficult situation:

> Several children wait, by the door, for the teacher to arrive. Susan fell in the mud at recess time.
> Child (to teacher): Look what Jeff did.
> Teacher: I'm sure it was an accident. Don't worry! They'll wash. (May 8)

These assurances offered by the teacher carried over into new situations. Confidence and willingness to attempt new tasks resulted from the child's previous successes. De-emphasis of mistakes or accidents also seemed to increase willingness to try again.

Downplaying the importance of the children's mistakes could have resulted from the teacher's acceptance of her own fallibility.

Stay on the Topic

Classroom activities were planned and implemented by the teacher. If these activities ran counter to themes prevalent in the children's play, problems arose. During the farm unit, the teacher spent considerable time and effort ensuring that the children stayed on the topic.

> When the child requested permission to play with the blocks the teacher inquired, "For the farm? Now, no space ships as we're going to do space next week." (April 30)

Eventually a power struggle emerged as the children realized that space activities were forbidden during the farm unit:

> Two boys have made large triangles with the construction set. They fly them over to the block centre pretending that these are space crafts. As they crash into the cardboard rolls on the rug, Grant refers to his rocket ship. Then he turns to look at the teacher. (Is he checking to see if she heard him talking about rockets while they're still working on the farm unit?) (May 3)

Even being bored was better than straying off the topic, according to the teacher:

> (During finger painting)
> Jim: Mrs. Wright, that's too boring!
> Teacher: Well, there's no space ships today.
> If we keep doing that then we might
> as well not do our space unit in May. (April 23)

Although the teacher kept initiating farm ideas it was impossible to prevent the children from pursuing their own interests. The children simply modified the activities to suit their needs.

> Teacher (to boys building elaborate block structures): What are they?
> Scott: Hideouts.
> Teacher: Hideouts for what?
> Scott (after a pause): Ships.
> Teacher (to the researcher): It wouldn't matter if I watched them every minute, every day. They'd still be doing space things. (May 3)

Other people shared the teacher's feelings.

> Overhearing the boys in the block centre talking about landing pads, the aide commented to the researcher, "I'll be so glad when we start Space. The farm hasn't really gotten off the ground." (April 27)

Ted (listening to the Star Wars music):
Space again? (May 7)

According to the teacher's plans the new theme, Space, was introduced on May 7.

Other occasions necessitated a reminder to stay on the topic:

While naming farm animals, a child suggests a bee.
Teacher: That's not a farm animal. A farm animal please. That's why we're doing this. (April 23)

During another game, naming farm objects, a child suggested a valentine for 'V'. The teacher responded, "Yes, but that's not on the farm." (April 26)

A similar incident occurred during the Space unit:

Teacher: D for ?
Nancy: Dog.
Teacher: No, we're doing space. (May 8)

Interruptions which might have misled the class from the teacher's topic were also discouraged:

During the story, Monica held her hand up. The teacher looked at her but ignored her request for recognition.
Teacher: Monica, put your hand down for now. (May 8)

Preparation for Grade One

Preparation for grade one emerged as an important part of the kindergarten curriculum. The development of good work habits received special emphasis from the teacher.

Teacher (to researcher): I like them to stay at the same centre so that they accomplish something. This develops good work habits for grade one. (May 15)

Aspects of the classroom routine were designed so that the children could practise for grade one.

Teacher (when children are talking): What's going on?

> I'm not trying to be crabby but in grade one you'll have to sit quietly at your desks. Now is the time to practise. (April 30)

> During a music lesson, the children follow several clapping patterns on a large music chart.
> Teacher: I know you're ready for reading because you're reading this. It isn't words but it's reading. (April 24)

Of course, good listening was necessary for grade one:

> Teacher: Now we're going to play a listening activity so I can tell you're listening. I will give you some directions. This is just like grade one. . . . On the first line make three nice round O's. Start at the top, go around. Sit it on the line because in grade one you'll have books with lines in. (May 1)

Attempts were made to familiarize the children with materials used in grade one:

> Teacher: I've even put out rulers for you to use. (May 15)

Obviously Scott knew why they were using rulers:

> Scott explains to the researcher that he needs a ruler to draw straight lines.
> Scott: I have one at home because I'll need it next year in grade one. (May 16)

Certain concerns resulted from knowledge of the grade one teacher's expectations:

> Susan is colouring her pig red.
> Teacher: Susan, what colour are pigs?
> No answer from Susan. The teacher walks away from the table.
> Teacher: Oh, what do I care whether you colour it red or green as long as you know what colour they really are.
> However, the teacher looks for another box of crayons (one containing a pink crayon?) (April 23)

> The teacher tells the researcher that she worries about the children not colouring things the right

> colour. She is confident that the children know what colour things should be, e.g. the farm animals. The grade one teachers have complained to her that some children don't know how to colour in the lines and colour things the wrong colour. (April 24)

Don't be Silly!

In this classroom, silliness was criticized and/or punished by the teacher. Silliness disrupted the flow of classroom activities, provided bad examples for the other children and annoyed the teacher. Poor timing by the child sometimes resulted in a behaviour being classified as silly although it might have been quite acceptable at another time.

> Jim (during a game): I should have brought a dinosaur farm animal.
> Teacher: Now Jim, it's not time to be silly. Do you want to sit on the listening chair, my dear? (April 23)

One can only assume that there were proper times to be silly. Note the reference to the "listening chair" as a form of punishment.

> The teacher counts the children present.
> Boy: One, two, three. Don't count me.
> Another boy: One, two, three. You can't see me.
> The teacher tells them not to be silly. (April 24)

In another context these rhyming abilities would probably have received praise. Inappropriate timing resulted in criticism.

Through their experiences, the children learned the teacher's definition of "silly."

> Jim continues to dance around the rug so the

teacher asks him to sit on the listening chair.
After a few minutes, the teacher calls Jim to her side.
Teacher: Why were you sitting on the listening chair?
Jim: Because I was being silly at the front there. (April 26)

Sometimes it required many lessons before a child learned all the behaviours regarded as silly.

Teacher: Jim, you can come and sit down again. Jim, why were you sitting on the listening chair again?
Jim: Because I was being silly again.
Teacher: You'd think you'd learn. (April 26)

The teacher had the power to enforce her demands for sensible behaviour.

Teacher: Okay! Don't be silly or we'll stop. (May 8)

During a game, Jim is teasing the children by calling them the names of the Star Wars models they've selected.
Teacher: Don't be silly or we'll stop the game. (May 9)

Silliness became relative in its definition when one was evaluated on the basis of other children's behaviour.

When Jim has his turn, he calls his selection a "bare-necked storm trooper."
Teacher: Don't be silly! No one else did that when they had their turn. (May 9)

It became clear that some children learned, by experience, to evaluate their own behaviour.

Jim is being noisy so the teacher sends him to sit on the other side of the rug. Instead, he sits on the listening chair.
Teacher: Jim, don't be silly. You know what I meant! (May 10)

Power in the Classroom

Sears and Hilgard (cited in Gordon, 1966) described the power structure in the classroom.

> The classroom is a social situation with a power structure, including peer relationships, and adult-child relationships, hence the most favourable motivational conditions need to take all these factors into account. . . .

Learning to navigate within the power structure represented one of the most important elements of the hidden curriculum. Power has been defined as having the ability to make someone do something. In this classroom, the teacher's power determined her use of time, space and materials, curricular goals and her relationship with the children.

The questions one asked and the answers one gave reflected awareness of the distribution of power in the classroom.

> The teacher selects several girls to work with the new farm set. Tara asks to finish working on her book instead of playing with the farm. (April 24)

Since this was an acceptable question, the request was granted.

> The teacher then asked who wants to use the farm set before she selects anyone else. (April 24)

In this way, the teacher was assured that she would select someone who wanted to do the activity.

> The next choice is stuffed farm animals. This doesn't seem to be as popular as no one volunteers. Instead, the teacher asks, "Who hasn't made one?" (April 24)

This was an excellent question because the child was required to answer. Then the teacher knew who to select for the activity.

Self-selected activity was one of the teacher's goals. Therefore coercion of the children defeated the teacher's purpose. However, it was important that the children follow the teacher's suggestions. Did the teacher lose face or jeopardize her position in the classroom if someone refused her requests? Could a child refuse?

If the children didn't select certain activities, the teacher picked participants. The children complained about these arbitrary decisions.

> One girl doesn't want to go to the stuffed animal centre. She says if she can't paint, she doesn't want to do anything. (April 23)

However, she went to the painting centre with the other children.

Sometimes the teacher ignored negative statements from the children.

> Child: I'm tired of this. (April 23)
>
> Jim: Mrs. Wright, that's too boring. (April 23)

At other times, she chose to react :

> Jim: It's so boring.
> Teacher: Well Jim, life can't be one big exciting moment. (April 23)

Statements made by the teacher revealed her power:

> Kathy: How long will we be doing Space?
> Teacher: Oh, about two weeks. Until I get sick of it. (May 9)

The children acknowledged the teacher's power, especially when they could use it for their benefit.

> Janice and Susan request the teacher's intervention.
> Janice: No one will let her wear a hat until they're finished.
> Teacher: They're for everyone to wear so go get one, Susan. (May 9)

However, some of the children didn't feel the distribution of power was fair.

> Cameron: Are we going to the playground today?
> Aide: I don't know.
> Cameron: The teacher decides.
> Jim: The children should decide sometimes.
> Cameron: Yeah. (May 23)

Classroom routines could be changed if the teacher felt it was necessary.

> As the bingo game progressed, it became more difficult to think of a farm word for each letter.
> Teacher: If any of you have any ideas, you can yell them out. (April 26)

Usually the children had to put up their hands and wait to be recognized.

The boundaries of power were firmly established. At school, the teacher's wishes took precedence over Mother's:

> The teacher reminds several children still wearing their jackets to hang up their coats because they might get too warm. One child says his mother said to leave it on but goes to hang it up anyway. (April 26)

Topics chosen by the teacher did not always reflect the children's current interests. Inspite of the teacher's disapproval, throughout the farm unit, many children improvised when possible to turn farm activities into space activities. The teacher's power enabled her to override decisions made by the children.

> Teacher: Would the Princess Leahs put their crowns on the counter?
> Monica: We're going to wear them outside.
> Teacher: No, they'll get ripped and dirty! (May 7)

In certain circumstances, the teacher acknowledged the children's power and influence in the classroom.

> (While discussing the grilled cheese sandwiches)
> Cameron: I don't like them!
> Teacher: Cameron, now let's not start that or no one will want them.
> Several children say they don't like grilled cheese sandwiches. The teacher says they must at least try them. Another child says he's never tasted them but he'll try them. (April 26)

Lack of enthusiasm could be contagious? The teacher tried to stop negative comments as soon as they started. Did the second child try to appease the teacher by saying that he'd try them?

Although the teacher regulated the pattern of the day, it was impossible for her to enforce enthusiasm, spontaneity or interest in the children. Aimless wandering from one activity to another or careless, hurried work were often the results of the teacher's imposed decisions. Could this be one reason for the emphasis upon quality work in the curriculum?

CHAPTER VII

FINDINGS, CONCLUSIONS AND IMPLICATIONS

To the Reader of an Ethnography

The reader is invited to join the ethnographer in the process of making sense of the classroom experience. Incidents were selected which illustrated the findings. These interpretations reflected the ethnographer's experience in the classroom. Therefore, the field notes were made available so that the reader could develop his own ethnographer's interpretations. Herein lies the value of research, especially in a cultural setting as complex as a classroom. The same misunderstandings, disagreements and conflicting interpretations, which may occur between the reader and ethnographer, may also occur between the classroom participants.

Participation in the classroom emerged as a subjective experience based upon the individual's perception of events. Each reader of a classroom ethnography, because of personal experiences, will form his/her own interpretation of the incidents.

One of the purposes of this study was to define the classroom experience from the participant's point of view. The following terms were used by the children and teacher during classroom interactions. In order to participate knowledgably in the classroom, one would have to learn the expected behaviour implied by each term.

Tiptoe. When the teacher said tiptoe to a certain location, she meant, go in a quiet, orderly fashion. She did not mean to walk on the tips of one's toes.

Sit flat. In order to sit flat, a child had to sit cross-legged (Indian fashion). This order was often given when a child knelt or sat Japanese style. Sitting flat helped listening, remembering and paying attention. Reminders to sit flat occurred most often during group discussions and story time.

Sit nicely. In order to sit nicely, one was expected to sit quietly, stop wiggling or moving around.

Leaders. Leaders were classroom workers, rather than leaders, selected by the teacher, on a daily basis. These leaders were responsible for placing the date on the calendar, setting the pointers on the weather chart, collecting the books and puzzles, leading the class to the library and gym, and passing out the snack. Each child's name card was placed in an envelope on an easel near the rug area. Names were selected in sequential order by the teacher. Since the teacher had discovered that some children rearranged the cards so that they could achieve this position of importance more often, the children were not allowed to touch the cards or the envelope.

Play time. Play time was the name given to the self-selected activity time before Christmas.

Work time. Work time was the name used for the self-selected activity time after Christmas. Monica explained this change:

> "Mrs. Wright said we're not babies now. We don't need to play all the time!" (Researcher's Diary)

Tracy also knew the difference:

> "We used to call it play time but now we call it work time so we get the idea." (Researcher's Diary)

The terms "work" and "play" were used interchangeably by the teacher and children when referring to activities.

Boring. Boring was a term used by the children to describe activities, often teacher-imposed activities. When the activity was described as boring, the child wished to change to another activity, quit before completion or complete it at another time. Sometimes the teacher reacted to the child's statement, offering reasons for staying with an activity to completion. At other times, the teacher ignored the child's statement; however, the child knew one was expected to continue the activity without any further complaints.

Cooperation. Cooperation involved working with one or more other people on a classroom activity. The teacher might be a part of the group. Certain tasks, such as cleanup time, required cooperation from everyone. Often requests for cooperation were issued by the teacher, but some children also employed this term when asking for help.

Carefully. Carefully was a term used by the teacher when outlining the procedure for completing certain tasks. Doing a task carefully required that one work slowly, after listening to the teacher's directions. By working carefully and following instructions, the child usually achieved acceptable results.

Properly. Properly was another term used by the teacher, often in conjunction with carefully, to describe desirable work habits. Again, the child worked slowly, following the teacher's instructions to the letter. No deviations or original ideas were attempted when one did a task properly.

Right. Right referred to meeting the teacher's expectations when doing a task. For example, a child was expected to colour objects their real or "right" colour. There were also "right" places, such as a line for printing one's name. The most common use of "right" referred to the way a child used materials or participated in activities. Again, this involved meeting the teacher's expectations.

Sneaky. Sneaky was used to describe the teacher's actions in certain situations. By doing something sneaky, the teacher was able to check if a child was listening, remembering or paying attention. For example, during a card game, the child had to remember a sequence of picture cards, to identify the one removed by the teacher. If the teacher removed more than one card, she was being sneaky.

The listening chair. The listening chair was a small chair, placed near the edge of the carpeted area. Children were told by the teacher to sit on the listening chair if they were being silly, disruptive or not listening. Occasionally, if a child was displeased with another child's behaviour, a request was made to the teacher or aide to put the offending child on the listening chair.

In addition to the definitions, children had to learn a set of rules which governed their behaviour. In order to be successful in this classroom, the child not only had to learn these rules but also had to demonstrate the ability to follow them.

Seven Rules for Success in Mrs. Wright's Classroom

1. *Managing time*: Follow the teacher's schedule and don't suggest variations. Arrive promptly. Learn how to wait patiently.

Most of the classroom activities occurred because it was the time for them to happen. Suggestions for variations in the schedule were not accepted from the children. Only the teacher had the power to change the schedule.

Late arrival by a child disrupted classroom routines. Chronic lateness resulted in an unfavourable reputation, acknowledged by both the teacher and the other children, and the loss of participation in activities. It was advisable to be punctual.

Waiting was required at certain times during the day. Activities such as sitting quietly looking at books or playing with puzzles helped to pass the time while waiting. Unacceptable behaviour while waiting included moving around the room, talking loudly to other children, wrestling or fooling around.

2. Classroom conversations: Put up your hand and wait for recognition before speaking. Stay on the topic. Don't interrupt the teacher.

Conversations during group time were regulated by the teacher. The children were expected to put up their hands when they wished to add to a conversation or answer a question. Recognition by the teacher resulted in permission to speak. Answers from the children were expected to follow the theme of the current discussion.

Children were not expected to interrupt the teacher or call out answers, except on rare occasions, specified by the teacher.

The content of conversations, besides relating to the current topic, were expected to meet certain criteria. Swearing evoked strong, negative reactions from the teacher. Acceptable terms were expected when the children expressed certain ideas. There were "correct" ways to express almost everything.

> When the teacher asks the class in general, "Are you hot?"
> Child: I'm sweating.
> Teacher: No, horses sweat; ladies perspire. (April 24)

3. Good classroom manners: Remember to say "please" and "thank you." "Tiptoe" to the snack tables and coat racks. "Sit nicely" and "sit flat" during group times.

Common courtesies helped to make classroom life more pleasant.

> After the story, the aide calls each child's name as they come to collect their Mother's Day cards and pendants.
> Aide: There wasn't one thank you, you guys!
> Children: Thank you.
> Aide: It's too late now! Why don't you surprise me one day? (May 10)

Violations of the rules for classroom manners resulted in reprimands from the teacher thereby disrupting the flow of classroom events.

4. Use of materials: Do things "carefully" and "properly." Help with cleanup. Learn and observe number limits.

The materials were to be used "carefully" and "properly." Both "carefully" and "properly" were defined as meeting the teacher's expectations. Sometimes this presented difficulties for the children as certain requirements emerged when the child failed to meet the teacher's expectations. That is to say, many of the requirements were revealed only when a violation occurred.

Cleanup activities, a daily occurrence in the classroom, involved putting materials away, in the "correct" place, again in a "careful" manner. Cooperation was expected from all of the children during cleanup.

Materials in certain centres carried number limits. These number limits were imposed by the teacher. After a certain length of time, the children were expected to remember and honour these limits. Violations of the limits were not permitted.

5. Propriety between the teacher and the children: Always use the teacher's name, Mrs. Wright. Joking, within limits, is acceptable. Learn these limits.

Although an informal atmosphere existed in the classroom, the children learned by experience, when they exceeded the boundaries.

> Tara says, "Hi, Fatso" to the teacher when she comes into the room. The teacher replies, "You shouldn't talk to me like that!"
> She explains to the researcher and the aide that things like that happen because they joke around so much with the children. (Researcher's Diary, May 17)

The teacher criticized her own behaviour, referring to herself as grouchy or crabby. However, the children realized that these statements were best left to pass without comment.

6. Expressing attitudes about school: Enthusiasm within boundaries is acceptable. Lack of enthusiasm is not acceptable - especially booing when activities are suggested.

Smile often at the teacher. She likes to know that one is having a good time at school.

The teacher judged the success of activities by the children's participation. This participation was also used as one criterion when evaluating a child's readiness for grade one. Negative opinions were best kept private. Lectures to individual children or the whole class often resulted from negative comments about activities.

Happy children were "good" children in this classroom. Smiling faces reassured the teacher that the children were happy.

7. Conduct outside the classroom: Remember, your behaviour outside the classroom reflects upon the teacher. Don't let the teacher down by behaving badly or forgetting rules.

Rules were established which governed the child's participation within the total school environment. Rules such as walking quietly, in single file down the hallways were designed to reduce confusion in the hallways. Other rules were intended to prevent injuries to the younger children. For example, the kindergarten children played in one area of the playground, away from the climbing apparatus and the vigorous games of the older children.

How to Have a "Good" Day in Mrs. Wright's Classroom

The following sketch is designed to describe what a newcomer to the classroom would have to learn in order to participate successfully in a routine day in this kindergarten:

Upon prompt arrival in the classroom, place your snack in the sharing basket (hopefully you have brought the right food for the day), hang up your jacket, place your outdoor shoes in your cubby hole (the one bearing your name) and carry your running shoes to the rug. After finding a location on the rug, tie your shoes (if you can). If you can't tie, politely ask for help. This may result in a demonstration of shoe tieing for your benefit. While waiting, patiently, for the rest of the children to arrive, occupy yourself with a book or a puzzle. This helps to pass the time. If you do talk to anyone, do so quietly.

When the teacher sits down on the stool by the piano, this is the signal for the "leaders" to collect the books and puzzles. Check to see if you are a "leader" by looking carefully at (but not touching), the two name cards placed on the easel. If your name isn't there, you are not a "leader" today. One of the "leaders" will place the date on the calendar. Watch carefully as you will be expected to remember the date. The other "leader" will move the pointers on the weather chart to two appropriate weather words. If you can read, you'll know what they say. If not, the teacher will read them to you. Remember these also as you will need to know them for the "Hello" song. While singing the "Hello" song, remember to insert the date and the weather words in the appropriate places (e.g., "Today is Friday," and "It is sunny," etc.).

Group discussion based upon a topic selected by the teacher follows the opening activities. If you wish to contribute to the discussion, remember to put up your hand. Wait to be recognized by the teacher before speaking. Comments you make should be directly related to the topic. Only factual statements are acceptable so don't exaggerate or lie. The teacher has ways of knowing if one isn't telling the truth. When the buzzers ring at 1:15 p.m. and 1:20 p.m., ignore them. They don't affect you.

Selection of activities follows the discussion time. If the teacher introduces any new materials, be sure to watch carefully so that you will use them in the "right" way. Volunteer for desirable activities or you may be forced to do one of the less desirable activities. If the activity has a number limit, volunteer immediately before the quota is reached. Stay at your activity for most, if not all of the time available, so that the teacher will know that you're ready for grade one. If you find the activity boring, keep this information to yourself. You could receive a lecture for expressing your opinions regarding an activity. Use the materials "properly," being careful not to have any accidents. If you are colouring, painting or printing, work slowly and "carefully" to achieve the desired results. Colour in the lines, colour things the "right" colour and be sure to print your name in the "right" place, using a capital letter only at the beginning of the word. If you make a mistake don't worry! If you are fortunate, your mistake will be corrected. Independent work, if it is related to the topic, will be praised. Projects which elaborate upon the teacher's basic theme also receive special recognition. Stay involved in the activities to avoid accusations by the teacher that you are just playing.

When the teacher plays "The Muffin Man" on the piano or the recorded theme from Star Wars, start cleanup. "Cooperate" by putting your own materials away then help the children who are cleaning up in other centres. As soon as everything is tidy, come to the rug. When the teacher tells the boys or girls to "tiptoe" to get their coats, go in a quiet, orderly fashion with your group. Don't walk on the tips of your toes or you may be judged as "being silly." In this case you might have to sit on "the listening chair" to reflect upon your silliness. Since it gets crowded by the coat racks, bring your jacket and outdoor shoes back to the rug to put them on. This will save the teacher from having to remind you of a classroom rule. Line up behind the two leaders to walk outside.

During recess you will be expected to play on the kindergarten side of the playground. Stay away from the apparatus. Next year, when you are in grade one, you will be able to play there. When the buzzer rings, quickly come back into the school.

Follow the same routine for jackets and shoes again, sitting quietly on the rug until the teacher asks you to "tiptoe" to the snack tables. Remember what "tiptoe" really means. The "leaders" will pass out the snack. Do not take more than two unless the snack is peanuts and raisins. In this case you may take more. Remember to say thankyou. If there is snack remaining and you would like a second helping, don't pound on the table or say, "We want more!" Ask politely. When you have finished snack, go to the carpet unless you are a "leader." "Leaders" wipe the tables and put the chairs on top of the tables to help the janitor. He has enough work to do. You may look at a book while waiting for everyone to finish.

The routine for the rest of the day varies but certain knowledge regarding each of the activities will help you.

During story, "sit flat" and listen carefully. Remember as much as you can. The teacher will be asking questions. Don't talk to anyone or bother anyone during the story.

If you are playing games such as Alphabet Bingo, listen carefully to the rules as they change from time to time. If the words should all relate to one topic such as the farm or space, make sure your answers clearly relate to the topic. Usually you must put up your hand to give answers. Occasionally, the teacher will tell you when, you may call out answers. Even if you have to hold your hand up for several minutes, don't forget your answer. You should have your answer ready as soon as the teacher says your name. If Silent Bingo is suggested, remember that you're going to really have to watch. No talking. Just your eyes are going to be doing the listening and talking.

If you go to the library or gym, walk quietly, in a nice line, through the hallways. Your behaviour reflects upon the teacher. In the library, select your book quickly, print your name "carefully" on the card. Try not to make a mistake but if you do don't worry. Someone will help you fix the mistake. If you don't have a plastic bag, you won't be able to take your library book home. The teacher has to be fair. If you are very responsible and the teacher knows it, you may take your library book home in a paper bag. Read your book as soon as you take it home so you can return it to school in a few days. In that way you won't have to worry about remembering it. If you were unfortunate enough to forget last week's library book at home, you will not be able to take a book this week. But don't feel sad, it's the same for everyone.

In the gym, follow all the teacher's directions. She is watching and will be able to tell if you're not listening.

When it's time to go home, follow the same routine for dressing - coats to the rug, please! Leave the room in a quiet, orderly fashion.

I hope you remembered to smile at the teacher several times during the day. She likes to know you're happy. Have a happy day!

Implications Drawn from the Study

The implications drawn from this ethnography reflect the researcher's personal experiences in the classroom. Analysis of the data, selection of relevant incidents and interpretation of events were individual and personal tasks. The direct observations and written reflections, the categorization and analysis of the data communicate as much information to the reader about the ethnographer as they do information regarding the classroom.

The major emphasis during the kindergarten year is a socialization process designed to develop the skills necessary for adjustment to the educational institution. Traditionally, preparation for participation in society has been one of the goals of schools. Ongoing evaluation and modification of school practices would facilitate a closer liaison between the socialization process in schools and the realities of life outside schools.

Participation in a kindergarten programme should result in children who feel at home in the school setting. Since these children will be familiar with school routines and acquainted with the resources and equipment in the classroom, they will be better equipped to deal with institutional demands.

Certain rules and routines are necessary to ensure the smooth functioning of any group situation. Undue emphasis upon these structures distorts their degree of importance in the total classroom environment. Rules and routines should help to improve the quality of life in classrooms. Involvement of all the classroom participants in the formation of rules and routines could increase the child's personal satisfaction in the classroom. Problem solving behaviours which may be generalized to other situations, would also be encouraged by involving children in classroom planning activities.

The kindergarten experience establishes patterns of behaviour which children continue to use, with appropriate modifications, throughout their school careers. Many of these behaviours reflect the child's attempts to adjust to teacher expectations.

When children learn that outward demonstrations of paying attention or "working" gain teacher approval, their behaviour is designed to convey these messages. As long as one appears to be attending to the task, one will be left in peace to pursue one's own interests. Unnecessary stress is placed upon the child attempting to maintain these deceptions. Children should be involved in the planning of their learning situations. Classrooms which enable each child to develop individual skills based on interests and needs encourage involvement in learning experiences.

Teachers could become ethnographers in their own classrooms. Videotapes could be used to document classroom interactions and provide the opportunity for a teacher to step back and view the classroom reality, after the fact. Caught up in the momentum of classroom activities, one may miss some of the events occurring in the classroom. Knowledge of one's goals and objectives does not preclude the possibility of analyzing events from the child's perspective. Analysis of situations enables the teacher to reevaluate current practices, classroom organization and personal behaviour.

Less elaborate but still effective would be the use of tape recordings of daily events. The transcription and analysis of classroom interactions could reveal routines which may appear as confusing, contradictory or repetitious to the children.

The immediacy of the classroom experience suggests implications for teacher training. Observation of a classroom allows an objectivity not always possible while participating in the flux of the classroom. Teacher's reactions are often spontaneous, at the time apparently suited to the situation. Later, reflection may reveal other options or more suitable responses. Observers, in a non-evaluative role, could provide valuable information to teachers.

Review of classroom events, focusing on alternative methods could result in improved teaching practices. Feedback from classroom observers could be a part of in-service education for student teachers and teachers in the field.

The methodology used during this ethnographic study seemed most appropriate in the classroom setting. The hand-written narrative of classroom events provided sufficient detail to present an accurate description of classroom life. By reviewing the observation notes, a comprehensive summary of the daily events emerged.

Tape recorders, positioned in the enclosed centres, such as the house corner, would have provided additional data. However, the valuable non-verbal data which the researcher gained during classroom observations would not have been available.

Experimentation with a variety of methods of data collection and personal preference will influence the methods selected for data collection in other studies.

The use of two or more observers, during a study, could provide additional data and alternative interpretations of classroom events. Studies are now being conducted using various combinations of researchers during the observation period and the category formation process. Teams of researchers using a variety of research techniques could provide analyses of classroom events focusing upon aspects of classroom interaction from different perspectives.

EPILOGUE

Involvement, over time, in the classroom resulted in the feeling that the ethnographer had become a part of the classroom culture. Attempts to "walk in someone else's shoes" or to "see the world through someone else's eyes" resulted in personal involvement. The researcher's experiences in the classroom are communicated to the reader of an ethnographic study.

Smith and Geoffrey (1968:255) described one of the most critical methodological problems, "the two-realities problem." In the field, the researcher perceived the first reality - the classroom events. The notes made by the researcher became the second reality. These notes were the basis for analysis. However, a third reality existed - " - the unwritten recollections of the investigator - which may or may not be adequately represented in the notes."

Reflections on an Ethnography

Previous experience in observational situations necessitated examination of the researcher's role for this study. Bikson (1977) titled his research "Classroom Observation, A Case Study in Obtrusiveness." He suggested:

> The only way not to be disruptive as an observer is to interact with the classroom 'ecosystem' in such a way as to become a familiar, a non-threatening part of that environment. We conclude that the disruptive effect of observing a classroom varies inversely with the extent of {the observer's} assimilation with the classroom ecosystem.

Forewarned, the researcher patterned her behaviour to meet Talbert's (1973:90) suggestions.

> . . . to be a tolerated onlooker, participating as much as allowable in everyday customary activities. We can ask many questions, follow people around, become a part of the scenery and hopefully be taken for granted. We can hope that people cease structuring their interactions to fit our expectancies.

The analysis of the data resulted in several interesting problems. Following Smith and Geoffrey's (1968:5) procedure, the researcher

> . . . wanted to look at the world and describe it carefully and in considerable detail. Then (s)he wanted to back away and conceptualize this 'real world' in broader, more abstract terms that would be applicable to any classroom.

Once this was done, an attempt was made to make sense of the experience, based on the assumption that order could be found. A nonevaluative orientation was maintained: These events made up the classroom experience. Why, how often, and with what effects, these were the questions to be answered.

The process of category formation proved to be both frustrating and rewarding. Rewarding in the fact that one could make sense of the 19 days of observational data. Data which focused on one classroom but also a myriad of instances and events. As the categories slowly emerged, so did the wealth of information and relevant knowledge contained in the observations.

Categories did not emerge as distinct entities. Instead, each one seemed interrelated, interwoven with the others. Each category reflected incidents included in another category. The researcher wondered, would the categories become larger, more inclusive, combining several topics into one major grouping or would the distinctions blur completely? Did one eventually impose categories upon the data simply to provide a method of organization?

When the final system of categories emerged, each category seemed to represent the most important features of the classroom experience. The search for meaning in the classroom setting was parallel to the search for meaning by the kindergarten children.

BIBLIOGRAPHY

Apple, M. W. and King, R. What do schools teach? In Weller, Richard H. Humanistic Education, Visions and Realities, California: McCutchan, 1977.

Becker, H. S. Problems of inference and proof in participant observation. American Sociological Review (1958), 28, 652-660.

Bikson, T. H. Classroom observation, a case study in obtrusiveness. Santa Monica, Calif.: Rand Corp., 1977. (ERIC Document Reproduction Service No. ED 142 202)

Brandt, R. Studying behavior in natural settings. New York: Holt, Rinehart & Winston, Inc., 1972.

Bruyn, S. Human perspective in sociology. Englewood Cliffs, N.J.: Prentice-Hall, 1966.

Cicourel, A. V., Jennings, K. H., Jennings, S. H. M., Leiter, K. E. W., MacKay, R., Mehan, H. and Roth, D. R. Language use and school performance. New York: Academic Press, Inc., 1974.

Flescher, I. Children in the learning factory: the search for a humanizing teacher. Philadelphia: Chilton Press, Inc., 1972.

Galloway, C. M. The nonverbal realities of classroom life. In C. W. Beegle and R. M. Brandt (Eds.), Observational methods in the classroom. Washington, D.C.: Association for Supervision and Curriculum Development, 1973.

Glasser, B. and Strauss, A. Discovery of grounded theory. Chicago: Aldine, 1967.

Gordon, I. J. Studying the child in the school. New York: John Wiley & Sons, Inc., 1966.

Grace, G. R. Role conflict and the teacher. London: Routledge & Kagan Paul Ltd., 1972.

Gracey, H. L. Learning the student role: kindergarten as academic boot camp. In Wrong, D. H. and Gracey, H. L. Readings in Introductory Sociology. New York: The Macmillan Co., 1967.

Hall, E. T. The silent language. New York: Doubleday and Company, Inc., 1959.

Henry, J. Essays on education. Middlesex, England: Penguin Books Ltd., 1971.

Henry, J. Pathways to madness. New York: Random House, 1971.

Jackson, P. W. Life in classrooms. New York: Holt, Rinehart and Winston, Inc., 1968.

Jackson, P. W. The student's world. In A. Skolnick (Ed.), Rethinking childhood: perspectives on development and society. Boston: Little, Brown, 1976.

King, N. R. The hidden curriculum and the socialization of kindergarten children. (Doctoral dissertation, University of Wisconsin - Madison, 1976). Comprehensive dissertation index, 1977.

Laing, R. D. Conversations with children. London: Penguin Books Ltd., 1978.

Lindzey, G. and Aronson, E. (Eds.), The handbook of social psychology. (2nd ed.). Reading: Addison-Wesley Publishinc Co., 1968.

Mercer, B. E. and Wanderer, J. J. The study of society. California: Wadsworth Publishing Co. Inc., 1970.

Pinar, W. (Ed.), Curriculum theorizing. California: McCutchan Publishing Corp., 1975.

Robert, M. School morale, the human dimension. Niles, Illinois: Argus Communications, 1976.

Silberman, C. E. Crisis in the classroom; the remaking of American education. New York: Random House, 1970.

Smith, L. M. and Geoffrey, W. The complexities of an urban classroom. New York: Holt, Rinehart and Winston, Inc., 1968.

Spradley, J. P. and McCurdy, D. W. The cultural experience. Chicago: Science Research Associates, Inc., 1972.

Talbert, C. Anthropological research models. Research in the teaching of English (1973), 7, 190-211.

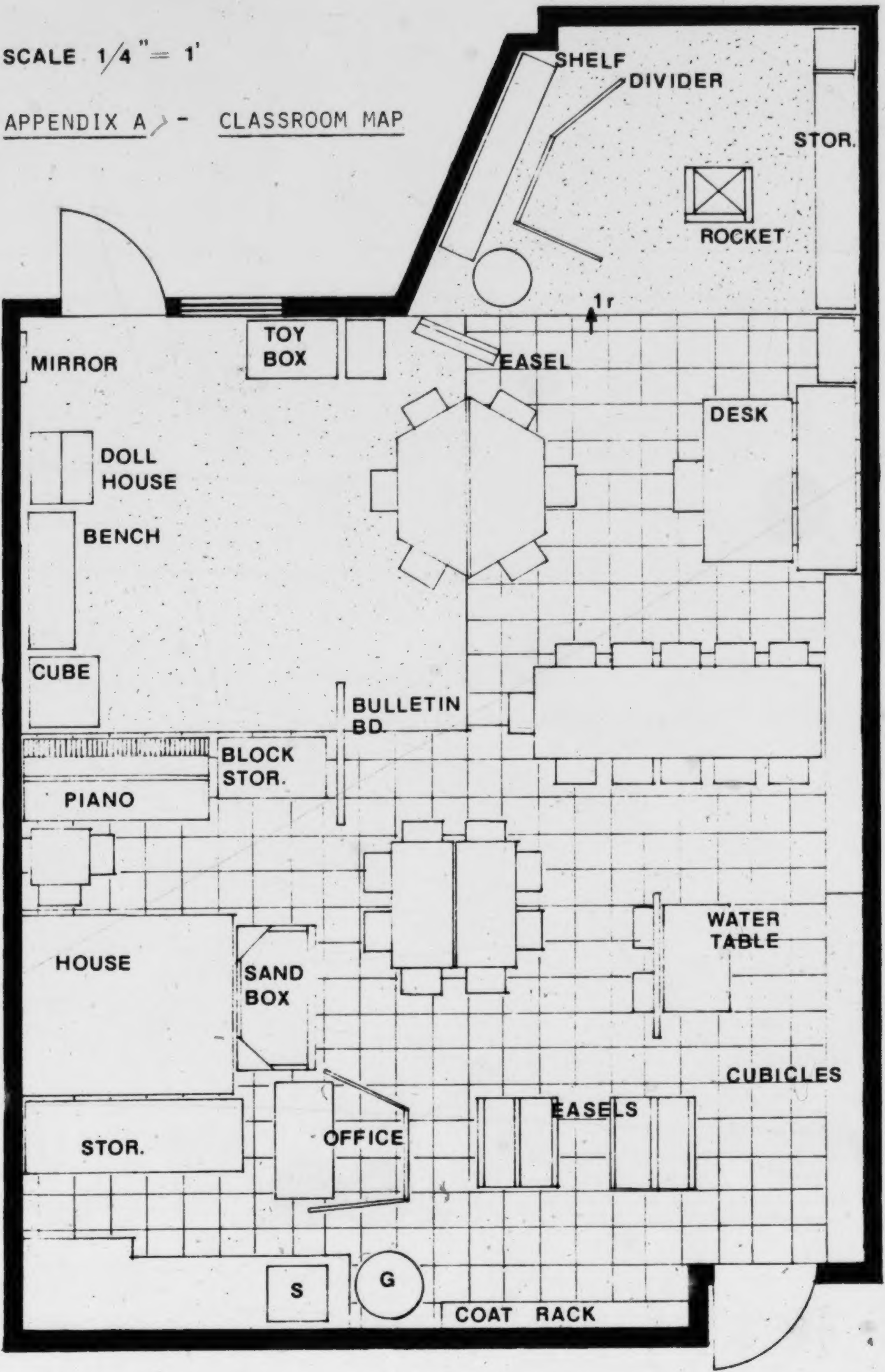
Wilson, S. The use of ethnographic techniques in educational research. Review of educational research (1977), 47, 245-265.

Wolcott, H. Criteria for an ethnographic approach to research in schools. Human organization (1975), 34, 111-127.

APPENDICES

SCALE 1/4" = 1'

APPENDIX A - CLASSROOM MAP


SHELF
DIVIDER
STOR.
ROCKET
1r
MIRROR
TOY BOX
EASEL
DESK
DOLL HOUSE
BENCH
CUBE
BULLETIN BD.
BLOCK STOR.
PIANO
WATER TABLE
HOUSE
SAND BOX
CUBICLES
EASELS
STOR.
OFFICE
S
G
COAT RACK

APPENDIX B

CENTRES AVAILABLE

Reading Readiness

- tree branches planted in a heavy pot on an octagonal table
- paper Easter eggs (made by the children) hanging from the branches
- six chairs
- word envelopes for each child
- story books
- farm pictures
- colouring book ("Farm Friends")
- crayons
- container of nuts
- file cards
- containers of farm animals
- a matching game (number cards and cards with eggs drawn on them)
- a set of animal cards
- counters and dye
- cardboard barn with farm machines

The walls are decorated with children's art, number cards, alphabet cards, months of the year.

Rug Area

- listening station
- record player
- calendar
- weather chart
- musical instruments
- piano and stool
- "I can tie my shoes" chart
- "I know my phone number" chart

Rug Area (cont'd.)

- easel with leaders' pockets and names
- Fisher Price doll house
- wooden doll house
- Fisher Price garage
- wooden blocks in storage unit
- cardboard rolls
- thermometer (adjustable - for children to use)
- tape recorder

Small Manipulative Centre

- puzzles
- peg boards and pegs
- games
- large cardboard barrel painted with fish and plants (an underwater scene)
- children's mailbox
- lacing cards
- tinker toys
- Fisher Price village
- beads and laces
- various building sets
- attribute blocks
- magnifying stool
- balance scale
- math games

Teacher's Desk and Chair

- storage unit behind the desk

Sandbox

- construction toys
- funnels

Sandbox (cont'd.)

- pails
- shovels
- broom and dustpan

House Corner

- stove
- sink
- cupboard
- dishes
- carriage
- doll's bed
- garbage can filled with hats
- box filled with dressup clothes
- table and three chairs
- curtains on wall

Shelving Unit

- filled with puzzles and books

Art Centre

- two tables
- six chairs
- two easels
- jars of paint
- paint shirts

Cardboard Divider

- covered with wallpaper
- made into a play office

Storage Area

- glue jars

Storage Area (cont'd.)

- hot plate
- typewriter
- jars
- paper
- boxes

Kitchen Counter and Sink

- cooking supplies
- pans
- bowls
- deep fryer
- measuring cups
- can of glue sticks

APPENDIX C

DAILY PLAN

(WITH VARIOUS MODIFICATIONS)

Month ______________ Day__________ Date_________19___

12:55 - 1:10	Arrival: Coats off, snacks away, runners on, get a book, sit at carpet until all have assembled.
1:10 - 1:30	Opening: Calendar (month, day, date, year), Weather, Attendance, Hello song. Discussion: Topic related to current theme.
1:30 - 2:15	Focused Activities: (Self-selected play) Big blocks ___ Coloured blocks ___ Puzzles ___ Housekeeping ___ Cut and Paste ___ Books ___ Construction Toys___ Number Table ___ Letter Table ___ Modelling ___ Painting ___ Woodworking___ Other ___ New Activities Thursday: Cooking Friday: Gym, Library, Show and Tell
2:15 - 2:25	Clean up and Evaluation
2:25 - 2:40	Recess
2:40 - 2:55	Snack and Relaxation
2:55 - 3:25	Group Activity: One or more of: Music, Poetry, Drama, Story Time, Games Monday: Library
3:25 - 3:30	Dismissal

MEMOS OR COMMENTS:

APPENDIX D

RESEARCHER'S DIARY

(SAMPLE PAGE)

Thursday, May 3/79

--Problem of directing the children's attention to the current theme.

-Does every activity have to reflect the theme?

-Can one incorporate the children's input into planning? (e.g. space, hospital, family seem to be prevalent right now)

--Teacher uses the term "rule" for many of the classroom routines.

--Teacher uses many positive reinforcers for the children: praise, individual attention, special tasks, physical approval (hugs, pats), encouraging a child to read to the class.

--Teacher discourages negative responses to her suggestions.

--The teacher's concern and interest in the children seems evident by her interest in the children when they go on to Grade one, etc.

APPENDIX E

CLASSROOM OBSERVATIONS

MONDAY, APRIL 23, 1979

12:55 Children come into the classroom when they arrive. The rest of the school starts at 1:20 so these children don't line up with the other children as the morning class does.

The assistant is in the classroom as the children arrive.

The children sit in the rugged area and play with puzzles and look at books while waiting for the teacher and the other children.

The teacher arrives and several of the children come to greet her. She has been away for the last three days of last week. One girl is showing the teacher something in her mouth (a loose tooth?). One boy tells her he saw the first Canada geese today. She says he's a lucky boy.

She asks the children to put their puzzles and books away, "for Mrs. Wright."

Nicole shows her a book about Peter Rabbit. The teacher says she's finding so many things for Mrs. Wright.

1:10 Scott arrives.

Teacher: "Hi, Scott, where's the smile?"

He laughs.

Teacher: "Kathy, we shall have Kathy do the calendar today."

Talk about day and date.

Teacher: "Now let's all say the date together. Today is Monday, April 23rd, 1979."

Teacher points to the words and numbers on the calendar.

Teacher: "I want Greg to be the weather man today."

He uses the hands on the weather chart to point to weather words (sunny, windy?).

Children and teacher sing:

"Hello everybody, too de la, etc.
Today is Monday, too de la, etc.
The weather is sunny, too de la."

Teacher introduces the researcher as a special visitor who will be in the classroom for some time. She tells them the researcher's name and says our visitor would appreciate it if they said "hello" to the researcher.

She passes out the children's name tags and reminds them to wear them. She will leave them on the table for them.

Teacher: "Today we are going to start a new theme - The Farm, for a couple of weeks, then we'll start another one."

She asks the children to help her by telling her the names of farm animals.

Teacher: "Put your hands up tall."

Several children volunteer answers in single words. Teacher reminds them to use sentences.

1:15 Tracy comes in.

Teacher: "Hi Tracy. Can you get your name tag for Mrs. Wright?"

Talks about bird families on farms when one child answers, "a duck." One girl says, "A calf lives on a farm. A calf is a baby cow." Teacher praises her. Teacher sits on a low stool at the front of the rug talking to the children.

Teacher: "Very good, boys and girls. You all named animals that live on a farm. I thought you might name tigers and elephants."

One girl suggests a mouse.

Teacher shows them a new 'special book', "Billy and Jane's Special Pets." Each one is going to have a special book. They make take it home when it's finished.

Teacher: "Mrs. Wright's not just going to use it as a colouring book because you've grown up so much since the beginning of the year."

Teacher says they will print words (names of animals) and they will learn to recognize the words.

Teacher reads the book to them. The bell rings but the teacher keeps reading inspite of the noise. (Is she demonstrating how to ignore a disturbance as they are extremely loud bells?)

Announcement: Names of children who should go to the gym for an operetta practice.

Child: "Do we go?"

Teacher: "Did you hear your name called? No, you don't go."

Another announcement.

A girl is showing another girl something on her hand.

Teacher: (still reading story) "What do you think eagerly means?"

Children suggest answers.

Teacher: "What does prepared mean?"

Children hold up their hands.

Teacher: "It doesn't matter if you don't know. Just guess."
"Tracy, sit nicely please."

Child starts talking about another topic.

Teacher: "Susan, it's not your turn yet!"

The book is put out by a veterinary supply company. The teacher mentions this to the researcher.

Teacher: "It's good advertising," and laughs.

The children answer the teacher's questions about the story.

She picks out words the children might not know and explains them. Children seem to be paying attention. One girl is banging her feet together, legs stretched out in front of her. She asks another question and tells them to think really hard before they answer the question.

Teacher: "How do you know which pig pen was for Pinky and which one was for Curly?"

Johnny points at the pig's pen. She praises him for recognizing the "P" for Pinky. They also talk about "C" for Curly and the sound "c" makes.

Teacher suggests they could do this at work time. She also shows them where to write their names and reminds them to do it neatly - very neatly.

Teacher says she even has another book for them.

She holds up shapes of farm animals cut out of heavy paper for tracing. They talk about the names of farm animals and the correct names for their babies. The children call the chicken shape a swan.

Teacher: "We are going to make a great big farm mural."

The morning class has made a long strip of green grass.

Teacher: "We're going to make stuffed animals, so how many will you need to make?"

Some children say one and she says, "No, two."

Disruption while someone brings the piano back. Teacher says to leave it in the hall for now until they're finished.

Teacher: "Come on, ladies and gentlemen, sit down please."

Talks about finger painting the sky for the mural. The aide will give them a gob of finger paint and they can spread it out.

Teacher talks about centers for the day. They can make stuffed animals, finger painting. She demonstrates a numeral-egg matching game. She tells them the line goes at the bottom of the numeral so they won't get them mixed up.

Teacher shows them an animal matching game. They can play a game like the fishing game. She shows them a couple of examples. After she has explained for a minute, she says, "Mrs. Wright will help you. They haven't played fish for so long that they probably forget how."

She shows a machine shed to be used on the carpeted area. The children move closer when she puts them on the rug.

Teacher: "Excuse me ladies, will you move back?"

She shows them all the different machines and explains what they can do with them.

Some high school girls are coming into the classroom to help - a work study programme at the high school nearby.

Teacher: "Hi, girls."

Girls: "Hi."

Teacher: (Teacher tells the children about another kit): "But your silly old teacher couldn't put it all together so she took it all home at lunch and Mr. Wright was making it."

She'll bring it back tomorrow.

Teacher lists all the centers available. She tells them not to play with the construction toys unless they make farm things - no space ships because they'll be doing space next month.

The teacher asks the children which center they want to go to. The children have selected the farm animals and machines.

The teacher wants some people to make stuffed animals for the farm mural. No one volunteers so she selects two children for that center and sends some to finger paint. The children complain about this arbitrary decision.

Teacher: "Hurry up, please."

One girl doesn't want to go to the stuffed animal center. She says if she can't paint, she doesn't want to do anything.

The children put on their painting shirts. Four high school girls are helping them. The high school girls help the children spread the finger paint.

Jim: "Mrs. Wright, that's too boring!"

Teacher: "Well, there's no space ships today. If we keep doing that then we might as well not do our space unit in May."

"Tracy, remember you're colouring in the lines and then we write some words."

One of the high school girls is helping some children, playing with the animals, to make fences from wooden blocks.

1:45 All the children are at the centers. Six children are finger painting at a long table covered with newspapers. Their hands are covered with paint so they go over to the sink to wash. Running and laughing across the room, they approach the sink together.

Teacher: "Of course, they always finish at once, so we have about fifteen people lined up at the sink."

She asks the aide to supervise the children washing at the sink.

Teacher reminds the children tracing and cutting animals to cut right on the lines.

Teacher: "Who wants to play fish with Mrs. Wright and one of the other girls?"

She checks a child's hands. They're still dirty with paint so she goes back to wash them again.

Susan is colouring her pig red.

Teacher: "Susan, what colour are pigs?"

No answer from Susan.

Teacher walks away from the table.

Teacher: "Oh, what do I care whether you colour it red or green, as long as you know what they really are."

Teacher looks for another box of crayons (containing a pink crayon?).

The teacher goes to play a farm card game with four children.

Three children are colouring in books with one of the high school girls.

A child walks towards the center where the teacher is playing cards. The teacher sends her to the art center to make a stuffed animal.

One child finishes colouring in the "Farm Friends" book and throws it back into a pile of them on the table.

Student: "Tara, do you have to write the words?"

Tara: "Only if you feel like it."

Teacher: "Yes, you should write a couple."

Teacher suggests Nancy would like to do the number matching game with one of the high school students.

Tara leaves the table.

Teacher: "What did you write?"

Tara: "I wrote sun and pig."

She comes to join the card game with the teacher.

Some children are painting their stuffed animals at the easels. One child was going to use several colours. The aide tells her to use just one.

One boy goes to get the teacher. She comes over to the rug where the boys are playing with the farm machines. She explains to Jim what some of the farm machines do. Another child starts talking to her.

Teacher: "Excuse me, but I'm talking to Jim."

The teacher shows the researcher a note from Jim's mother. She laughs at a line in which Jim had referred to her as "the funniest girl in town."

Teacher: "He probably does think I'm crazy."

The aide is going around the chairs in the paint center, cleaning off finger paint.

The teacher goes over to the children writing words in their books. She leans over and looks at one girl's book. She offers some suggestions for words to write in the book.

Teacher: (to high school student) "They only do it if they want to. If they don't, they're not ready yet."

The aide mentions that the substitute teacher who was in last week commented that this classroom was noisier than some she had been in. The aide holds a tracer for one of the children tracing farm animals. She reminds him to make two of them (animal shapes).

Another girl is cutting out her animal. She says, "I'm tired of this."

Teacher bends down to talk to one girl. She asks her what she did while she (the teacher) was away.

Teacher: "Mrs. Wright missed you all. I was wondering what you were doing."

One girl asks if she may go to the listening center. The teacher sets it up so that they may sit on the floor and listen to the record.

Jim is cutting out his second farm animal.

Jim: "It's so boring!"

Teacher: "Well Jim, life can't be one big exciting moment!"

Jim keeps cutting out the second shape.

Teacher: "Okay boys and girls. I hate to be the Bad News Bear but it's time to tidy up."

Teacher claps her hands.

Teacher: "Boys and girls, we don't have our piano today for the signal so I want you to co-operate and tidy up."

She tells the children she doesn't want to hear them dropping the farm machinery into the box.

Teacher: "Place it in gently."

She reminds them that they've borrowed the machinery from someone so they must be careful with it.

The blue finger-painted paper is draped over an easel by the teacher and the aide.

2:20 The bell rings for recess.

The teacher reminds the children not to bump into it. She suggests the children take their coats to the rug to get dressed. Teacher tells the children to hurry up or they won't have any recess left.

Recess.

2:40 The children are sitting on the rug. Tracy is very muddy. She was playing with a ball when she slipped in the mud. There is a trail of mud across the floor leading to Tracy's place. Her coat and slacks are muddy. The teacher helps her roll up her slacks.

Teacher: "Boys, you can tiptoe to the snack table. Girls, you can go to the snack table."

The children pass out the snack - pieces of fruit.

One of the high school students takes Tracy to the washroom to change her jeans.

When the children are finished their snack, they go to sit on the rug. The teacher tells them they're very lucky as they're going to take home library books today.

Teacher: "Tracy, come here quickly. When Mrs. Wright is talking, what is the routine we follow?"

She reminds her to sit down quietly.

The children must have a plastic bag in their cubby hole to take their library book home safely. This will keep the book dry if it's raining or if they drop it in the mud.

Teacher: "Tracy, if you don't be quiet, you won't get to take a book home.

Remember when we were practising on our library cards - printing our name on the line.

Nancy, you listen.

'K' for kindergarten; 22 for Room 22. Mrs. Henderson is giving you a pencil to take. I don't want to see them lying on the floor. Remember you'll have two things: your book and your pencil.

Now make a big circle and we'll play a memory game."

Jim says he hasn't practised on a library card. The teacher says she knows he can print his name. She isn't worried about it so she hopes he isn't either!

The game consists of spreading out six animal cards on the rug. The teacher and children name all the pictures. The teacher then tells the children to close their eyes tightly while she takes one away. The teacher selects a child to name the card she removed.

Teacher: "Okay Jim, if you peek, you don't get a turn. That's probably why you haven't had a turn yet."

She watches the children while they're hiding their eyes to check that no one is peeking.

Teacher reinforces correct answers with "good boy" or "good girl."

The teacher teases one girl: "You must have peeked or else you have bionic eyes."

Teacher: "Pretty soon I'm going to get sneaky and take two away but I'll let everyone have a turn once.

You can just close your eyes. You don't have to flap down like that. If you sat like Scott, you'd be more comfortable." (Scott is sitting Indian-style).

When a child has difficulty identifying the missing card, some children give hints such as the beginning sound.

The teacher suggests another memory game since they still have five minutes before library time. The children list the names of animals they will buy to put in the cattle truck. Each child adds their animal and then recalls the previously-listed animals. The teacher provides clues to the children such as the number of animals in the truck and the name of each child who suggested an animal.

Teacher: "Tracy, you're not going to remember any of the animals. Sit up nicely and listen please."

One boy suggests a bee.

Teacher: "That's not a farm animal. A farm animal, please. That's why we're doing this."

Gregory: "Mine's pretty tricky!"

Two of the children have listed seven and then eight animals (from memory).

Jim: "I should have bought a dinosaur farm animal."

Teacher: "Now Jim, it's not time to be silly. Do you want to sit on the listening chair, my dear?"

Tracy has difficulty remembering what each child brought. The teacher reminds her. Tracy brought a mouse. The children provide clues for Janice as she is also having difficulty. (The number of animals is quite large now).

The teacher tells the children that she'll get eggs from the hatchery next week.

3:05 Teacher: "We'll play this game tomorrow as soon as you come to school."

The teacher selects one girl and one boy to lead the children to the library. The pencils (for filling out the cards) are given to each child. The children line up for the walk to the library. When the class arrives in the kindergarten area of the library, they sit on the floor in front of the librarian. The librarian reviews the rules for borrowing books (place on card for their name; return book in one week; showing the books to their mothers so they may help them to remember due date; returning one book before taking out another). The librarian selects a few children to choose their books first. They are reminded to do this quickly.

Librarian: "Don't trample everybody!"

The high school girls help them to fill out the library cards. The librarian reassures the children waiting that it will just be few more minutes. After the children have printed their names on white cards, they exchange them for pink cards with the return date on. The researcher asked several children about this process. They all seem to understand what they are doing.

The teacher explains that they've practised this before their first trip to the library. Borrowing books is a privilege they've been looking forward to for several months. Some of the children are sitting on pillows looking at their books. One child has made a mistake on a library card. The teacher and librarian look for an eraser. They can't find one so the aide goes back to the room to get one. The teacher checks the card (he has reprinted his name). She tells him that it's excellent.

Teacher: "Mrs. Jansen is bringing an eraser so we'll fix it up. Don't worry about it."

The teacher reminds them to bring their books and their pencils. The children line up behind Gregory.

Teacher: "I want you all to line up behind in one straight line behind Gregory."

The aide takes the pencils from the children as she doesn't like them to walk with sharp pencils.

When they arrive at the classroom, the teacher reminds them to sit on the rug. She looks at the covers of the books and comments that they all look really good.

The teacher asks who has plastic bags in their cubby holes. If they have a plastic bag, they may take their book home. One child has a paper bag.

Teacher: "I have to be fair. I can't let one person take their book home in a paper bag.

Remember to bring pudding boxes for the puppets."

3:25 Children go to put their coats on. Tracy goes to the girl's washroom to change back into her own pants.

The teacher reminds a child who has just moved to bring her new address and phone number.

Teacher: (in answer to a child's question) "This is a flower for St. George's Day. I'm sorry I forgot to tell you about it."

The teacher reminds the children not to stand on the green rug with their muddy boots.

Teacher: "Mr. Moore has so much work to do." (the janitor?)

The aide passes out art work from previous activities.

TUESDAY, APRIL 24, 1979

12:55 Most of the children have arrived and are seated on the rug looking at new farm books. Several boys are looking at a farm set on a table near the rug (animals, farm buildings and fences).

Tara brought some farm pictures. The teacher tells her to look at her pictures and prepare what she's going to say about them.

The teacher counts the children in the room.

A boy: "One, two, three. Don't count me."

Another boy: "One, two, three. You can't see me."

The teacher tells them not to be silly.

Teacher: "Now, my leaders today are Jeff and Susan. I want Jeff and Susan to pick up all the farm books."

Storage problem: The teacher suggests piling the books on the fish tank since they're not using it right now.

Teacher: "Have your books ready for Susan and Jeff please. It's already five after one. Now, boys and girls, please look at Tara. She has some things to show you."

Tara sits on a small chair to tell the boys and girls about her pictures.

Teacher: "Heather! (Heather is kneeling instead of sitting down). Sit flat, please."

Tara's story relates happiness with clean, new clothes and unhappiness with old, dirty clothes. Then she shows farm animal pictures cut from magazines.

The teacher says (to the researcher): "She could be the teacher if I wasn't here."

Tara explains how a plow works while showing the picture of the plow. The teacher looks through the box of farm machinery to find the machines which match the pictures Tara is showing.

A girl leaves the room (to go to the washroom?).

Tara and the teacher show the class a baler. The teacher hands Tara a small plastic bale.

"It drops out here - wherever it goes."

The teacher demonstrates the process.

Teacher: "Good Tara. Thanks very much. That was excellent!"

1:10 Tracy arrives.

Teacher: "Hi, Tracy. Okay, today, I would like Jeff to do the calendar for Mrs. Wright."

She passes him the numbered card for the calendar.

Teacher: "Do you know what number that is?"

They say the date together.

Teacher: "Please sit properly so I know you're listening. Susan can be the weather girl today."

Susan moves the pointers on the weather chart to the appropriate descriptive terms. The class sings the "Hello" song while the teacher plays the piano.

Teacher: "What day did we say it was?"

Child: "Tuesday."

Teacher: "Good, I'm glad someone is listening. Today we are going to talk about the barnyard. I want you all to turn around and sit up on your knees so you can see."

The teacher points to the barn and asks what building it is.

1:15 The bell rings but everyone ignores it. (This sound is very loud and one can't hear the teacher for a few seconds).

The teacher talks about the barn. Two children refer to the various buildings as a farm. Both times the teacher agrees that the buildings are on the farm but she is requesting the name of the building.

The machine shed isn't identified by the children. The teacher points to the hen house. Several children call it a house.

"That's where the farmer lives."

Teacher: "No, it's where they keep the chickens."

The teacher reminds the children to move back onto the rug. (Several children have moved closer to the table upon which the farm is displayed).

One child points to the manure spreader asking what it is used for. The teacher explains.

Tara asks about the milk cans. The teacher talks about the milk going to the dairy.

Teacher: "What do we get from the dairy?"

Child: "Milk, cheese and stuff like that."

A farm house isn't included with the farm set. Several children have asked about the farmer's house. The teacher explains that there isn't one in this set.

The teacher holds up a silo.

1:20 The bell rings again.

Tara leaves the rug. The teacher asks her where she's going. Tara comes back to the rug to explain that she needs a kleenex. Teacher gives her approval.

Announcement over intercom.

Teacher (aside to researcher): "I should shut it off."

The teacher tells Susan that she coloured in the wrong farm book yesterday. She reminds the children to read the name on a book carefully before using it. (These were both names starting with S. Susan used Sara's book).

Teacher: "I guess it wasn't your fault. Tracy (the high school student) should have helped you more."

The teacher selects several girls to work with the new farm set. Tara asks to finish working on her book instead of playing with the farm. The teacher then asks who wants to use the farm before selecting some children.

The next choice is stuffed farm animals. This doesn't seem to be popular, as no one volunteers. Instead, the teacher asks, "Who hasn't made one?" (a stuffed animal). She then selects four children to work on stuffed animals.

1:25 The children are at the centers. Two girls are colouring farm books. Two girls are listening to a story at the listening station.

The aide and teacher remind the children working in the farm books to do a really good job.

Tara is tracing around a cardboard animal shape. The teacher explains that she must only draw one line or she won't know where to cut. The teacher sits down next to Tara. Tara leaves the table to get a pencil.

Tara: "I don't want to colour anymore."

The teacher tells her to bring the crayons for Tracy.

The teacher invents a game for Tara which involves matching animals to their names.

Tara is going to California with her family for a holiday.

Tara: "My dad has enough money."

The teacher and aide laugh at this statement.

The teacher demonstrates for Susan, how to hold the tracer with her left hand while tracing around the outline with a pencil.

The teacher says to me that she worries about the children not colouring things the right colour. She is confident that the children know what colour things should be, e.g. the farm animals. The grade one teachers have complained to her that some children don't know how to colour in the lines and colour things the wrong colours.

The high school students arrive to work with the children.

One boy has taken a piece of plastic off the pulley on the barn. The teacher tries to put it back on while reminding them to be careful with it.

The children are dropping the animals into the silo. She tells them not to put the animals in there.

"It's for the hay!" She suggests that they play with the animals and the machinery.

Susan is praised by the teacher for finishing an animal for the mural.

Scott asks the teacher to do something for him.

Teacher: (laughs) "I'm not your slave."

Scott goes to get the garbage can.

The teacher praises Susan as she watches her tracing another animal. The teacher and the high school students are talking about diets, lack of will power and eating vegetables. Susan joins the conversation, saying that she had Kraft Dinner for lunch.

Teacher: "That's good for children."

One of the high school students brought a beautifully decorated cake for snack. The teacher thanks her and tells her to show it to the children.

Teacher: "Mrs. Wright forgot her camera at home again. I want to take some pictures of you guys playing."

The teacher stops to watch Tracy working in her book. She reminds her to print very neatly.

The teacher staples the stuffed animals on the mural. The brightly painted animals look very attractive against the blue and green background.

Teacher: "Who can paint Mrs. Wright a great big red barn to put on our picture?"

Janice says she will.

Teacher: "You can. Good, Janice!"

Monica moves the plastic silo causing the top to fall off. The teacher tries to put it back on.

Teacher: "Mrs. Wright doesn't often get crabby with you guys but you're supposed to play with things properly."

Monica leaves the farm set and goes to play with the matching game and building set.

The boys playing with the farm set are sent by the teacher to make stuffed animals so that other children may play with the farm.

The teacher suggests that Janice might make a barn like the barn in the farm set.

The teacher marks the sides of the traced farm animals before Jim paints them. One of the students pins the shapes on the easel so that Jim can paint them.

Monica explains to the researcher the number games she's playing. The line under the number, e.g. 6, goes at the bottom so that it won't be confused with 9. Monica also talks about the word cards (Friendly Words) on the display board. The children and teacher talked about the meaning of words such as please, thank you, help, share, hello, nice, give, invite, good, joy and cooperate.

Tara brings her individual story book to show the researcher (at the teacher's suggestion). She reads the researcher the stories (printed by the teacher) under each picture. A few words are misread, e.g. talking instead of taking.

Grant is cutting out his animals. He complains that it's hard work.

Teacher: "Poor Grant. You always have to work so hard at this kindergarten. Usually you just play, play, play!"

Tara brings another picture to the teacher so that she may print a story with it. The teacher says she thinks Tara did it very quickly but she will write a story for it anyway.

The teacher reminds the children twice that it's tidy-up time.When the children don't respond, she walks over to the piano and plays "The Muffin Man" (a signal for tidy-up?). The teacher reminds the children to leave the farm set on the table.

2:15 The children are all sitting on the rug except Janice (painting the barn). Tracy is reminded not to play in the mud because there are lots of dry places to play.

Teacher: "Boys can tiptoe and get their coats for recess. After recess you have a special treat."

Monica suggests that they have snack now.

Teacher: "You always have snack after recess. Twenty to three, after recess."

The boys who are dressed leave the room. The girls go to dress for recess.

The recess bell rings.

The supervising teacher for the high school students comes in to observe today.

2:40 The children enter the room after recess and hang up their jackets.

The teacher tells them to put their runners on quickly and sit on the rug.

The French kindergarten teacher comes into the room to check what time their combined music lesson will begin.

The teacher tells Nancy and Scott to put their shoes on.

Teacher: "Kevin's always ready. Aren't you?"

Nancy is sitting on one of the student's lap while she ties her shoes. The teacher teases Nancy about getting "the royal treatment." Next week she'll expect to sit on the teacher's knee to have her shoes tied.

Announcement over the intercom.

Nancy nods her head.

The girls sit at the snack tables.

Teacher: "First you get your vegetables, then you get your sweet. I hope I hear lots of good manners today!"

Tracy is drinking her milk. The teacher mentions that Tracy only drinks apple juice when she's "feeling funny" but she hasn't felt funny since last year.

Several children are pounding on the table saying, " We want more!"

Teacher: "I don't like that!", while she walks over to the table.

The student passes more cake to the children.

2:50 The teacher calls the children to the rug when they're finished eating. She tells them they'll have grilled cheese sandwiches on Thursday.

The teacher tells them there is a really good book for story.

Several children are talking so she plays a single note on the piano several times as a signal for silence.

She shows them the cover of the book. One boy says that the principal read it to them and he got it from the library.

Teacher: "Well, you must really like it then! Remember, Mrs. Wright told you all the baby animals are born in the spring.

Tracy!" (several children are laughing)

While the teacher reads the story, the French kindergarten arrives. They stand and wait at the door for a moment. Even though the story isn't finished, they come in, causing a disruption.

Teacher: "Move up boys and girls so that Madame Green's class can sit down."

All of the children listen to the end of the story. The teacher passes the book to Kathy so that she can put it away.

Teacher: "You know where the new books are."

Kathy looks uncertain so the teacher reminds her.

Teacher: "On the fish tank."

A large illustrated book gives different clapping patterns for the music lesson. The children clap several patterns.

Teacher: (turning the page) "That's a pattern with a rest in it."

She demonstrates how to "throw the rest away."

Tara: "It's a quiet beat."

The teacher demonstrates how to clap the "ti ti" beat. First they say it. Then Janice asks if they can clap it. She has the neck of her sweater turned up over her chin. The teacher asks her if she's ready.

Teacher: "How can you talk like that? Yes, you can clap it now."

The teacher then leads them in echo clapping. She reminds them not to clap when the leader is clapping. A child calls it "a round."

Teacher: "No, because we don't all start at different times."

The teacher praises them after each clapping session. Most of the children appear to understand what they're supposed to do.

Teacher: "I know you're ready for reading because you're reading this. It isn't words but it's reading."

She asks if Madame Green's class has learned "I Had a Rooster." The song is unfamiliar to them, so she says the words while they repeat each line. Then she plays the tune and sings. Next, the children sing the song.

One girl is sitting with her hands clasped on top of her head but no one mentions this.

The teacher explains that they add a new animal each time. They "buy" an animal and make the appropriate sound. The teacher suggests each new animal - not the children. The children seem to enjoy making the animal sounds as they are all participating.

Teacher: "Now, I'm going to teach you a song you might be able to help me with. There's a little white duck sitting in the water."

The teacher reviews the words and demonstrates the actions. Then she plays the tune while singing the words. When she tells them the verse about the little green frog, the children laugh.

Teacher: "Now, listen, now!"

The children laugh at the "glump, glump, glump" sound for the frog.

Teacher: "Now, a little black bug."

A boy is pulling his sweater neck up to his mouth.

Jennifer: "Next comes the snake."

Teacher: "Yes, next comes the snake. Now, Jennifer. There's a little red snake."

When they've completed all the verses, a girl asks if they can sing the whole song without stopping.

Teacher: "Okay. Now you want to sing the song right through."

The children all clap approval. Not all the children sing the song. Some are looking around the room or watching the teacher. Most of them appear to be enjoying themselves while making the sound effects for each verse.

The French kindergarten goes back to their classroom.

Teacher: "Are you hot?" (to the classroom in general)

Child: "I'm sweating!"

Teacher: "No, horses sweat; ladies perspire."

One child suggests doing some exercises.

Teacher: "No, I'm too lazy!"

"Okay, the girls can tiptoe to get their coats. If you have a plastic bag, you can take your library book home. If you don't have a plastic bag, put your hand up."

The teacher gathers up some extra plastic bags.

Nancy tells the teacher about a bump she received on the playground at recess. The teacher looks at her face.

Teacher: "That's too bad. We'll have to check that it doesn't happen tomorrow."

She reminds the children to put their coats on at the carpet so they don't have any crashes. One girl is allowed to take a book home in a paper bag because the teacher knows she is reliable.

Two children have taken home each other's boots. The teacher gives the mother the address and phone number so that they can exchange the boots.

THURSDAY, APRIL 26, 1979

1:00 The children are excited and talking to each other as they come into the room. The teacher reminds them to sit on the rug and look at their new books. The noise subsides.

Teacher: "That's better! Janice and Grant are my leaders for today. Janice will pick up the large books. Grant will pick up the small books to make two piles."

The children must make the decision regarding the size of the books.

Teacher: "I would like Janice to do the calendar. Yesterday was the twenty-fifth. Today is the twenty-sixth."

The teacher reminds several children, still wearing their jackets, to hang up their coats because they might get too warm. One child says his mother said to leave it on.

Although it isn't the day scheduled for "Show and Tell," the teacher allows Kathy to show toothpaste and dental floss. Kathy had a checkup at the dentist's office this morning. She also shows a ring she received as a reward for being a good girl during the examination.

The teacher then reads them a story about the animals on Mapleridge Farm.

Teacher: "What does several mean?"

Child: "Lots."

The teacher stops reading to ask the aide to locate materials needed for activity time. The teacher continues reading, laughing at the description of the cat. The children laugh when the teacher describes the cat as a "real mess."

The aide is setting out cheese and bread on the table where the children will prepare grilled cheese sandwiches. Then she goes over to the sink to wash the knives which the children will use.

A divider separates the reading corner from the rest of the room. Therefore, these preparations don't appear to disturb the children listening to the story.

Teacher: "Look at these pictures, Monica. I want you to be listening. Cats aren't vegetarians."

The teacher explains to the children the meaning of the term vegetarian. The illustrations in the book are excellent. Many small pictures are grouped together to illustrate a cat's typical day.

1:15 The first bell rings (loudly).

The aide is now stapling animals (made of paper) so that the children may stuff them with newspaper during activity time.

The next section of the book describes chickens on the farm. The teacher reminds the children that she told them about chickens hatching in twenty-one days when a hen sat on the eggs.

Teacher: "All the hens are sleeping in the chicken?"

Child: "Coop."

Teacher: "Good! You remembered that."

A child is banging her shoes together, making a noise.

1:20 The second bell rings. The teacher reads on.

At the teacher's request, the children demonstrate how a rooster crows.

The teacher holds up a little booklet called "Farm Friends." Since these booklets will be used during the activity time, the teacher reads the first page to the children.

Teacher: "Usually Mrs. Wright tells you to make big pictures. This time you'll have to make small pictures."

The teacher points to the small space available where they may draw a kitten drinking milk.

Teacher: "Did you hear what I said? Good! When I come around I won't expect to see you drawing a horse eating fruit. I'll know you weren't listening."

1:25 Tracy arrives.

Teacher: "Today is cooking day and we're going to make grilled cheese sandwiches."

The teacher hasn't made a recipe chart so she explains the process to the children.

Cameron: "I don't like them!"

Teacher: "Cameron, now let's not start that or else no one will want them."

Several children say they don't like grilled cheese sandwiches. The teacher says they must at least try them.

Another child says that he's never tasted them but he'll try them.

The teacher selects several snack helpers.

Teacher: "Go to the table and sit up tall. Don't touch anything."

Two children are sent to the craft table to complete stuffed animals.

The teacher asks the remaining children what they want to "play" today.

Teacher: "Who wants to play with the plastic farm?"

Several children hurry to the table occupied by the farm set. Two children are listening to a record. Three children work in the "Farm Friends" booklet.

The teacher puts on an apron decorated with a large print of Paddington Bear while she walks to the table containing the snack supplies.

Teacher: "You guys, you know what? We forgot to wash our hands."

The teacher and children wash their hands at the sink nearby.

One of the high school students enters the room. She offers to help the children make the sandwiches. Meanwhile, at the craft table, the aide suggests that a child show the teacher the picture of a kitten he has just completed. The child walks over to the teacher, standing near the snack table. Since she is talking to the children, she sends the boy back to the other table to sit down.

Teacher: "I'll be right there!"

A moment later, the teacher sits down at the craft table to print a story the child dictates about his picture. The kitten's name is "Big Max." (This was the name of one of the cats in the story read earlier).

As the aide passes by the table where the children are preparing snack, she stops to demonstrate the procedure for buttering the bread for the sandwiches.

The teacher calls Tracy twice to come back to the table to finish a picture. Tracy printed her name, in large letters, over the title of the booklet.

Teacher: "Tracy, was that necessary? That's not very nice!"

Tracy slumps down in her chair while looking at the teacher.

Teacher: "You can print smaller than that."

Tracy leaves the table. The teacher calls her back to dictate a story about her picture.

Tracy: "This cat doesn't stop drinking milk because he's always thirsty."

Teacher: "That's a good story! Now, you can make plasticine animals."

A child asks the teacher for permission to paint. The teacher suggests that he paint a farmyard picture. A few moments later, when the teacher passes the easels, she praises his picture (a farmyard scene).

Another group of children are sent, by the teacher, to prepare their snacks.

Child (playing with the farm set): "We have to put the bull by himself. He always fights."

Child: "I know they bite." (Did the second child mistaken the word "fight" for "bite" or was he just explaining the bull's method of fighting?)

Teacher: "Ladies! The piano center isn't open today." (This is directed to three girls seated on the piano bench).

Teacher: "There's lots of things you can do."

She then lists the centers available today. One of the girls goes over to the carpet to play math games. One of "our big helpers" (a high school student) will check it for her.

The teacher prints another story. Then she suggests that the child circle every "F" on the page.

The teacher praises a child for going on to work on the next page without anyone suggesting this. (Display of initiative).

At the teacher's suggestion, another child at the table is circling all the "M"'s on a page.

The teacher gives them both sheets of heavy card to use as markers (a method sometimes used with beginning readers to help them keep their place while reading).

One of the boys is building an elaborate black structure with one of the high school students.

Cameron is describing the operation of the farm set to one of the students.

Cameron: "I have a smart brain." (In response to a question about the animals).

Student: "And so modest too!"

They both laugh.

Two children are sitting side-by-side working on their booklets. One points out that the other has made a mistake by circling some "T"'s instead of "F"'s.

Kathy brings another picture to the teacher so that she may print her story.

Teacher: "That's enough work in your book for today or you'll be all finished."

The teacher comments to the researcher that Kathy really likes doing this type of work. While the teacher says this, she ruffles Kathy's hair and smiles at her. Kathy completes a page in her booklet.

Instead of circling one letter "F", Heather circled every word on the page. The teacher points out examples of words beginning with "F".

Teacher: "I just wanted you to circle words with "F" at the very beginning."

Heather appears to have difficulty either understanding the instructions or recognizing the letter "F". The teacher prints "F" at the top of the page so that Heather knows what to look for.

Cameron discovers that part of the barn roof lifts up, revealing the hay loft.

Cameron (excitedly): "Teacher, I never knew this. Neat oh!"

Jim comes into the classroom accompanied by his mother. The mother has been observing Jim's progress in the French class. The teacher invites her to stay for a few minutes.

A group of children are still playing with the farm set when part of the barn falls off.

Teacher: "How did this fall off, my dear?"

The teacher moves back to the table where children are drawing farm animals. Several of the animals lack ears or tails or other essential features. The teacher encourages the children to add details to their pictures.

A child sitting next to the teacher asks her a question.

Teacher: "Don't scream in my ear."

Suddenly, the large block structure crashes down. All eyes turn towards the block center.

Teacher: "It's a good thing that no one was under that."

She consoles the child who constructed it.

Teacher: "It was too bad that it fell over because you worked so hard on it. Anyway, it's almost clean-up time. Sherry, don't start anything else. It's almost clean-up time."

The teacher plays "The Muffin Man" on the piano to signal clean up. While the children are arranging the farm set, the teacher reminds the children to be careful with it or she will take it down and put it away.

The children go to the carpet when finished cleaning up.

Two boys are hiding something in the sandbox because they don't want the morning class to "wreck" it.

A short poetry session passes the time until recess.

The teacher tells the children about a boy in the morning class who sucks his thumb during story time.

Teacher: "It's so cute!"

While the teacher is reading to the children, the mother sits next to the researcher chatting about the activities.

The rhyming words in the poems evoke laughter from the children. Some children repeat the phrases which rhyme e.g. "A Sasquatch from Saskatchewan."

Teacher: "That's where Mrs. Wright is from. Janice, sit up!"

Mother: "I'm so glad I came to visit you today and see all the exciting things you are doing at school. I see you are learning all about the farm. Do you know any songs about the farm?"

The teacher suggests that they sing "I Bought a Rooster."

After the first verse, the teacher turns around to look at the children.

Teacher: "Not everyone is singing."

Mother: "Maybe they don't all have roosters."

The teacher lists all the things they have to do today: practise operetta and see a filmstrip about the farm. Several other verses of the song follow with children suggesting a horse, a sheep, a donkey and a cat.

2:25 Teacher: "I'm going to let the boys get ready for recess. The favourite time of the day. Now, girls can get ready for recess."

While the children are outside for recess, the high school students grill the sandwiches.

As soon as the children come into the room, they sit on the carpet waiting for snack.

2:40 Teacher: "Now these are grilled cheese sandwiches so they may be warm. Be careful before you take a big bite. Scott doesn't want a grilled cheese sandwich so he'll have to make do with a book."

Jim: "To eat?"

Teacher: "No, not to eat. Jim, do you want to go outside the door again? You know how to be good. Girls, go and sit at a place where there's a sandwich. Now boys."

Three boys are still sitting on the carpet since they don't want to try the sandwiches.

The teacher moves the screen and sets up the projector for the filmstrip.

Several of the children tell each other that they don't like the sandwiches. Janice gives her sandwich to one of the students.

Student: "Oh, you doll!"

All the children laugh.

Teacher: "You've made someone very happy!"

Following this example, several children share their sandwiches with the students. One child shares her sandwich with one of the boys who wouldn't have a sandwich. After he eats half a sandwich, he decides he likes them.

Teacher: "Don't go home and tell your mother I wouldn't let you have a grilled cheese sandwich."

Grant picks up the reading books in preparation for the film.

The projector light illuminates the screen.

Jim (dancing in front of the screen): "Do you think I'm the star of the show?"

Teacher: "I guess so."

Jim continues to dance around the rug so the teacher asks him to sit on the listening chair. After a few minutes the teacher calls Jim to her.

Teacher: "Why were you sitting on the listening chair?"

Jim: "Because I was being silly at the front there."

The teacher starts the film "Gathering the Eggs," relating it to the story read earlier about chickens and roosters. During the film, the teacher asks the aide to return the incubator to the science room. The incubator isn't working properly so they won't be able to hatch eggs in the classroom.

Teacher: "Janice, come and sit over here quickly."

The teacher pats the rug next to her. Janice had been talking to the child next to her.

Teacher: "That's a good girl."

The film shows newly hatched chicks.

Teacher: "Isn't it a shame we won't be able to do this."

Several children brought their sandwiches to the rug in order to watch the film while they finish snack.

Teacher: "What does poultry yard mean?"

Jim: "The farmer yard."

Teacher: "No, ducks, geese, roosters and chickens are all poultry. Are ducks poultry?"

Child: "Yes."

Teacher: "Yes, good! Sit down flat, please."

This comment was directed to children kneeling on the rug.

Jim: "Why do they candle the eggs?"

Teacher: "You'll find out in a minute."

The film provides the answer to Jim's question.

Teacher: "Boys and girls, think of all the different ways you can cook eggs."

The children hold up their hands to offer answers. Tracy holds her hand up. When the teacher recognizes her, Fiona lowers her head and mumbles: "Fried." Someone else had already suggested her answer.

Teacher: "Someone's already said that."

Jim: "Someone took my idea, fried."

The teacher nods her head.

Teacher: "Who remembers what food group eggs are from? Who remembers from our nutrition?"

Child: "Meat and alternatives."

Teacher: "Good, I nearly said Dairy Products. I'm glad you remembered it. Boys and girls stand up. Excuse me, I don't like that!"

It was not possible to hear what the boys were saying.

Jim is sent to sit on the listening chair.

The teacher looks through a stack of music books on the piano. The children are fidgeting around, moving from place to place on the rug.

Teacher: "Moving the piano and taking the music off every day always helps."

While sitting on the listening chair, Jim plays with a plow belonging to the farm set.

Teacher: "Jim, you can come and sit down again. Jim, why were you sitting on the listening chair again?"

Jim: "Because I was being silly again."

Teacher: "You'd think you'd learn."

A short music session in which the teacher presents a new song, "Let Everyone Join in the Game." The actions to the song involve clapping, sneezing, whistling and marching.

Teacher: "March. Take two nice steps. Now, we're going to play. . . And Mary Jane and Wendy can pass out nine bottle caps to each person."

Jim: "Bingo!"

Teacher: "One more time and you'll be sitting on the listening chair again. It sounds like the electric chair."

A change in the rules of the game today. When the teacher says a letter, the children must tell her something on the farm. For "C", someone volunteers sand.

Teacher: "I thought they'd all know that one."

Next, "V" is called. Someone suggests Valentine.

Teacher: "Yes, but that's not on the farm."

As they progress through the alphabet, even the teacher can't provide a farm word for every letter.

A child is sent to the garbage to throw away his gum.

Teacher: "He'll have to learn for next year."

As the game progresses, it becomes more difficult to think of a farm word for each letter.

Teacher: "If any of you have ideas, you can yell them out."

3:20 Five minutes before dismissal. No one has called "Bingo."

Only a few children call out suggestions. Other children haven't provided any ideas during the game. Finally, two children call "Bingo." One child suggests that they play another game.

Teacher: "No, we don't have time."

As a review, the teacher holds up each letter while the teacher and children name them. Some of the children aren't looking at the letters or saying the names. The teacher notices this and says the names of several children who aren't attending.

Two girls are asked to pick up the markers and the cards.

Teacher: "Listen boys and girls. We won't have time for Show and Tell tomorrow because we're going to the dress rehearsal for a school operetta. We won't have time for library either."

One of the mothers comes into the classroom to meet her daughter.

Child: "Mummy." She jumps up smiling as she runs over to her mother.

While the children put on their jackets, the aide and a child show the mother the farmyard set.

Teacher: "I've been an old grouch yelling and screaming at them all day but I guess you forgive me."

This conversation appears to be directed to the child and her mother.

FRIDAY, APRIL 27, 1979

1:00 The children are sitting on the rug looking at books. The teacher is going to help with the makeup for the operetta. An announcement over the intercom calls the teacher to the artroom. The teacher tells the children she'll see them in about one hour.

Teacher: "I know I can trust you to be good."

The aide takes over the classroom while the teacher is away. A construction paper crown, made by the aide, is placed on Cameron's head.

Aide: "Cameron is the birthday boy. What did you bring for the boys and girls today?"

Cameron: "Cupcakes."

Cameron explains that his birthday is really two days from now.

One cf the girls has brought her collection of Bunnykins. She describes them as fragile.

Child: "You have to be careful with them."

The children pass the bunnies around so that everyone can see them.

Two more announcements come over the intercom calling for various teachers.

Scott comes in late.

Aide: "Today is Friday."

The children don't say it with the aide.

Aide: "Come on, all together!"

Next, they mark the date on the calendar. The aide praises them.

Heather is chosen to do the weather chart. Heather selects sunny and rainy. The aide explains why this is a good choice.

Aide: "Scott, look at the bunnies quickly. Then put your shoes on."

The aide wraps the bunnies in paper towels so that they won't break on the trip home.

The aide and children talk about the operetta. The children offer their ideas. The aide elaborates upon their explanations.

Child: "People dressed up."

Child: "People on stage."

The aide asks if they know the story of "Rumplestiltskin." Some children do; some don't. The aide says it would really help if they knew the story. She looks through the story records. Rumplestiltskin isn't available.

1:15 The bell rings.

Aide: "Now it's playtime. Who wants to play with blocks?"

Several children are selected to go to the block corner. Other children are playing with the farm set, Lego and at the house corner. Heather is listening to a record at the listening centre.

The children playing with the farm set are having difficulty reaching some of the pieces. They're all sitting down on chairs around the table.

Aide: "Remember what we told you. You're not supposed to be sitting down. You're supposed to stand up to play with the things."

1:20 Tracy arrives.

Aide: "How come you're so late every day?"

The father drives the children to school every day. Since there are older children in the family, their arrival corresponds with the 1:15 bell. Tracy answers the aide, explaining something about going to the office and coming home.

Child: "Where's Mrs. Wright?"

Aide: "She's helping to put makeup on for the operetta."

Scott: "Is she going to be in it?"

Aide: "No, she's just helping to do the makeup."

While reading the programme for the operetta, the aide notices that Jeff's sister is involved.

Aide: "Jeff, did you know Laura's in this? She'll be all dressed up so you'll really have to look for her."

Cameron takes off his birthday crown.

Aide: "You don't have to wear it all day."

Cameron: "It's just tickling my hair."

He puts it on again.

Aide: "Jeff, what are you building?"

Jeff: "A secret hide-out."

The children on the carpet have built three very elaborate block structures. Susan sits down at the piano to play a few notes. She turns and looks around the room (to see if anyone is going to say something?). Turning back to the piano, she quietly plays several notes.

Monica leaves the table where she is working on a word puzzle. She sits on the roof of a small playhouse watching the children building with blocks.

Two high school girls enter the room. One sits down to play with the children building with blocks.

Tracy leans out of the office window watching various groups of children.

Tracy goes over to the sandbox. One of the boys reminds her that only two people are allowed to play in the sand.

Tracy: "I don't care!"

Aide: "Tracy, only two people in the sand. Did you forget the rule?"

Tracy stands up; shakes her head; smiles at the aide and leaves the sandbox. Tracy moves over to the farm set.

Aide: "Who is your partner?"

The aide is referring to the high school girl who was paired with Tracy. (Tracy seems to be wandering from one area to another).

The boys in the block centre are talking about landing pads.

Aide: "I'll be so glad when we start Space. The farm hasn't really gotten off the ground. Okay, listen!"

Child: "Tidy up time!"

Aide: "Tidy up time!"

The aide lists the activities for the rest of the day: Tidy up. Have snack. Celebrate Cameron's birthday. Go out for recess.

Monica is twirling around in one corner. One of the high school girls is holding Monica's hand while she twirls. Monica is laughing. Monica tells the high school girls where the teacher is today.

Monica: "She's putting makeup on the kids."

One of the high school girls is dressed in a very stylish dress. Two of the girls in the class tell her that she looks nice.

The girls who were playing in the sandbox are sent back to sweep up the sand.

Aide (teasingly): "You won't be able to clean up next week without the high school girls."

Several of the high school girls are putting the blocks away. Jeff is sent back to the block centre to help with tidy up.

Snack time, with the children all sitting at two tables. Snack today consists of dried fruit and nuts. The aide didn't pass out serviettes today. One of the boys drops a container of nuts and fruit on the rug. Quickly picking them up, he continues passing out the snack. No one comments on this action.

Tracy sits on the rug talking with the high school girls. When Cameron passes out his cupcakes, she goes back to the table. Since Tracy is on a restricted diet, she puts the cupcake into her lunch box.

Aide: "You'll have to have your snack when you come in after recess."

Tracy: "I just wish we weren't having snack so early."

Tracy goes back to the rug to sit with the girls.

Aide: "Listen, if you're finished your snack, you can put your coats on and get ready to go outside."

Jim comes back from the French kindergarten. The aide offers him a cupcake.

Other children put on their coats and line up at the door for recess.

After recess, the class goes to the gymnasium to watch the operetta. Half of the school's population is seated on the gym floor. The teachers sit on chairs along the wall, next to their class (in order to keep an eye on behaviour?). The principal takes a few moments to explain to the children the format of an operetta. It is only acceptable to clap at certain times.

Principal: "Only clap. Clapping only!"

When the lights are lowered, the group sits quietly, appearing very attentive. The researcher comments to the teacher about their behaviour.

Teacher: "They never let me down!"

This seems to apply to all group sessions such as assemblies.

MONDAY, APRIL 30, 1979

1:00 The teacher reminds the children sitting on the rug that they are supposed to look at books quietly until all the children have arrived.

Nancy blows up a balloon and brings it to the teacher. While Nancy shows it to the class, she explains how her Grandfather makes an elephant from balloons. The teacher asks her some questions (in an attempt to increase her descriptions?).

The teacher holds up the card for the calendar.

Teacher: "Who knows this number? It's a big one!"

Child: "Thirty."

Teacher: "Now, boys and girls, Let's all say it together. Today is Monday, April 30th, 1979."

Next, they count to thirty while the teacher points to each numeral. The teacher asks for the number that comes after 39, 49, on to 99.

Teacher: "Today we are going to talk about another animal on the farm, on Mapleridge Farm."

The teacher shows the children the pictures of the dogs she is reading about. She points to the wrong picture but realizes her mistake and corrects herself.

This leads into a conversation about nicknames. Some of the children don't seem to understand the concept. Two children tell the teacher their nicknames. The teacher asks other children if they have nicknames. Several just answer their own names.

Teacher (laughs): "I think I'm on the wrong track."

The teacher describes how she weighs her dog. Several children say that they've seen her dog.

1:15 The bell rings. The teacher stops reading while the bell rings.

The teacher asks several questions about the story (to check that the children are paying attention?).

1:17 Tracy enters the room, hangs up her coat and puts her lunch box on the counter. She stands for a moment, her finger in her mouth, watching the children on the rug. The aide asks Tracy if she wants to go to the rug. Tracy and the aide walk over to the rug, hand in hand.

Teacher: "Who brought Jello boxes?"

Several children hold up their hands.

Teacher: "Mrs. Jansen can only work with two people at one time as it's a lot of work."

She sends two boys to make animal puppets with the aide.

The teacher talks to the rest of the children about working with pastels.

Teacher: "Think about the picture before you start drawing. Don't just start scribbling."

Two boys are sitting on the rug. The teacher asks them what they want to do. They suggest blocks.

Teacher: "For the farm? Now, no space ships as we're going to do space next week."

The teacher sits down at the table where the children are working with pastels. She offers suggestions about using the pastels so that they don't smudge. Quality work is praised and ideas are extended, e.g. adding trees to the farmyard.

Teacher: "Just look around and see what you can think of. Make your pictures nice and busy."

Tracy is drawing an elaborate picture of a farmyard. Her left arm rests upon the picture, smearing the drawing. Soon she has pastel on her arm and face. The teacher reminds her not to lean on the picture.

Teacher: "Finish your picture and then I'll wash you off."

The teacher shows the children the dog puppet Jeff made.

Teacher: "It's so cute."

Tracy is painting at an easel. When she finishes her picture, she comes to the teacher to have her paint shirt undone.

Janice is making a puppet. She wants to make a chick but the teacher and aide can't suggest any changes to the basic pattern. Janice continues trying to create a chick.

Heather invents a game using a picture she drew.

She asks the teacher for a dice and markers. A friend is invited to play the game with her.

Two boys are playing in the sandbox. The teacher asks them what they hid in the sandbox. They explain that they had filled the teapot with sand and they didn't want anyone to empty it, so they hid it.

Four boys are playing a card game (animal snap) that Scott received for his birthday.

Tracy is making a box puppet.

Three girls are listening to records at the listening centre.

2:05 Teacher is called (over the intercom) for a phone call.

Tara is sitting on a stool in the listening corner showing the pictures in a book to the two girls sitting on the rug, while they listen to the story on the earphones.

Grant is leaning on the table watching.

Cameron is making his puppet. The aide asks Grant if he has anything to do today.

Aide: "What would you like to do?"

Grant: "Play in the sandbox."

Aide: "Well, I think Janice will let you play."

Grant joins Janice at the sandbox.

Aide: "Boys, boys quickly! It's pick-up time. Girls! It's almost time for the recess bell to ring."

Several children are sent to clean up the block area. Jeff leaves the room to go to the bathroom. Grant asks for permission to go to the bathroom.

Aide: "Jeff is there right now so you'll have to wait."

Two girls are arguing about a stool. They both try to sit on it together. Tara slides off the edge of the stool and sits down on the floor. She glares at Susan.

Aide: "Hurry up."

Jeff and Cameron are wrestling behind the divider, out of sight of the aide.

The aide tells the children that they can't leave for recess until everything is picked up. Several children hurry over to the block centre and art centre to finish cleanup.

2:40 The children are sitting on the rug after recess but are very noisy.

Teacher: "What's going on? I'm not trying to be crabby but in grade one, you'll have to sit quietly in your desk. Now is the time to practice."

The children go to the snack tables. While waiting for snack they talk to each other. The noise level quickly rises.

Teacher: "Boys and girls, you aren't being good listeners."

The teacher prepares to leave to put makeup on children performing in the operetta.

Teacher (to aide): "After snack they can do puzzles or look at a book. Then they will take pencils and go to the library."

Nancy is passing pieces of fruit to the children seated at one table.

Children (seated at another table): "More! More!"

Aide: "Who didn't bring back your library book?"

Two children hold up their hands. These children won't be able to take out another book today.

Nancy washes the tables with a sponge. As she finishes, Jim puts the chairs on top of the table.

Jim (to Nancy): "You're the Spring Cleaner."

He stands behind her waiting until she finishes the longer snack table.

Aide: "Who knows what month it will be tomorrow?"

The aide is taking down the letters for April and putting up the decorations for May on the calendar board.

Several boys are sitting on the rug playing with the small wooden puzzles. The puzzle pieces are falling on the rug as the boys are bumping the puzzle boards together and turning them over. Tracy puts a puzzle board on her head, after dumping several puzzles on the rug. Several children mention this to the aide.

Children (picking up puzzle pieces): "She's not fair."

Tracy isn't helping to pick up the puzzles.

Aide: "Tracy, why did you do that?"

Tracy looks at the aide but doesn't answer.

Heather: "I brought a bag today." (for her library book)

Aide: "Walk quietly! No talking in the hall."

The children are lining up in front of the door to go to the library.

While the other children select their books, the boys who forgot their books sit on the rug looking at an "Owl" magazine.

The aide helps several children print their names on their cards. Jim and Grant exchange their cards at the library desk for cards stamped with the due date.

The library contains several open-area classrooms. Many students are working in different locations. The children working in groups talk together quietly. The children who have checked out their books sit on the rug talking, laughing and looking at the pictures in each other's books.

Jeff and Grant are hitting each other with the floor cushions. Jeff looks up (to see if the aide is watching?) and hits Grant with the cushion again.

The children line up to walk back to the classroom. When they reach the classroom, the aide tells the children to put their books into plastic bags before they go home.

Aide: "Come to the rug. I'm going to read you Susan's book." Okay, everyone sit flat."

After the story, the aide suggests a game as it is seven minutes before the bell rings.

Children: "Doggie, doggie."

This is obviously a very popular game. One child sits in the middle of the circle hiding his eyes. A wooden block behind him represents a bone. The aide selects a child to sneak up quietly and steal the bone. This child sits back in place with the bone hidden behind his body. The person in the middle must then guess who stole "the bone." The game carries on for several rounds with great enthusiasm exhibited by the children.

When the bell rings, the aide tells the children to put on their coats.

Aide: "Remember, books must be in a bag." (referring to the library books).

TUESDAY, MAY 1, 1979

1:00 The children are sitting on the rug. As the teacher walks over to the rug, she notices the haphazardly piled books.

Teacher: "Look at the books. Oh my! Monica and Cameron are my leaders for today. Goodness! I want them to fix the books later. Okay, sit up tall."

Today's story explains the process of sheep shearing.

Teacher: "Shearing is a special word for taking the wool off the sheep. Then they dye it to make it different colours."

The teacher initiates a discussion about things made out of wool. The children offer their ideas which the teacher expands and clarifies.

Teacher: "Mutton is meat from a sheep."

Sean pulls an elastic headband over his head while turning around to talk to the child next to him.

Teacher: "Sean, are you listening? What did I say we call meat from a sheep?"

Sean looks at the teacher.

Teacher: "You weren't listening, were you?"

The teacher then asks the class who remembers what she called it. No one answers.

Teacher: "It rhymes with button."
Now, we're going to play a listening activity so I can tell you're listening. I will give you some directions. This is just like grade one."

She passes paper and pencil to each child seated at the two craft tables.

Teacher: "Lay your pencil at the top of the page. Put your pencil at the top of the page. That's two times I said that now! Now, fold your paper, bottom to the top. Do this twice."

The teacher demonstrates this procedure.

Teacher: "Now just watch until I'm finished."

Several children have difficulty following these directions. When the paper is unfolded the children should have three fold lines to write on. The aide and teacher help the children who are finding this task difficult.

Teacher: "Put up your right hand. Now put your right hand on the right corner of the page."

The aide and teacher draw a line on the right side of the page.

Teacher: "Write your name on the line. Just put a capital letter at the beginning of your name then the rest are small letters. You have to get ready for grade one. On the first line, make three nice round "O"'s. Start at the top, go around. Sit it on the line because in grade one, you'll have books with lines in."

Cameron made six "O"'s.

Teacher: "How many "O"'s did you make? Why? Give Cameron an eraser so he can fix it. (This is directed to the aide).
Now, I don't want you to worry about this. You don't have to be nervous."

1:20 Tracy arrives. The aide asks the teacher if she should start Tracy at the activity.

Teacher: "No, Tracy can just watch. Tracy, why are you late?"

Tracy has her fingers in her mouth so her reply is mumbled.

Teacher: "Pardon, I can't hear you. Take your hand away from your mouth."

Tracy: "Mom and Dad didn't get home from the office in time."

Tracy sits at the table beside another child, leaning over to see what the other children are doing.

Nancy coughs several times. The teacher takes a roll of Life Savers out of her desk and gives one to Nancy.

Teacher: "Tracy, do you mind? You're such a good girl. We don't even need them for you." (referring to Tracy's diabetes)

When the listening activity is finished, the teacher describes the activities for the self-selected time.

Teacher: "The children who haven't worked on the "Farm Friends" book must do that today."

Two girls select the listening centre. Two girls choose the farm set. One boy plays with the farm machinery on the rug. Nancy is making a box puppet with the aide.

The teacher is working with five boys on their "Farm Friends" books. The teacher suggests adding details to the pictures they're drawing.

Teacher: "Do the very best drawing you can."

Grant: "Teacher."

Teacher: "What's my name, Grant?"

When the boys finish a page in their books, they go to other centres (blocks and puppets).

Teacher: "Cameron, did you bring your boxes?"

Cameron: "Yes."

Teacher: "You can go and make a puppet."

Grant: "No, I'm next."

Teacher: "Oh, I really made a mistake. Do I make a lot of mistakes? Watch the paints now, ladies."

She suggests a safer place for the paint jars on the counter near the easels.

The earphones for the listening centre are tangled and scattered on the rug.

Teacher: "This is ridiculous! I'm not very happy with this."

The teacher untangles the cords and puts the earphones away neatly.

Teacher: "Monica, I thought you were going to do this for me?" (referring to several books scattered on the rug)

The teacher picks them up and puts them on the shelf.

Teacher: "Well Jim, after this week, you'll be coming back early for all our playtime. You've been looking forward to our space unit all year."

The teacher suggests that all the children bring things from home to help with the space unit.

Teacher: "This is the last day I have to help with the makeup. The last day I have to leave the room early."

Child: "Are we going to the operetta again?"

Teacher: "No, you weren't listening. You already went to the operetta. Girls can go and get ready for recess. Heather, good for you. She's the only girl who remembered to dress on the rug. Boys may go and get ready for recess."

The class goes out for recess.

2:40 Children are sitting at the snack tables.

Jim (looking around the room): "Is it still April?"

Aide: "No, it's May now."

Jim points to a poster titled "April Showers" on the side of the playhouse.

Tracy has finished her snack so she sits on the rug playing with puzzles while she waits for the others to finish.

Jim is eating several pieces of carrot at once.

Aide: "Jim, are you supposed to be doing that?"

Jim: "No."

He puts several carrot sticks back in the bowl.

Heather is talking to the aide about a soccer game later today. Scott and Heather play on the same team.

Aide: "When you have a game let me know. I'd like to watch."

Several children are now playing with the puzzles. They are forming teams based upon the colour of the puzzle board (e.g. red team, blue team).

Aide: "Okay, Monica and Cameron will be picking up." (referring to the puzzles)

Tracy spills her puzzle pieces on the rug.

Aide: "Tracy, did you have to do that?"

Tracy starts explaining that she was trying to touch the flower on Scott's puzzle. It seems to have happened accidentally.

The aide tells the children that the morning class nearly lost their recess period today because they were talking and laughing instead of paying attention. Monica leaves the rug and walks over to the cubby holes.

Aide: "Monica! I'm going to have to tell the morning class about the little girl wandering around."

The aide reads "A Pig in the Puddle" for storytime.

Monica picks at something on Nancy's sleeve. Scott, Nancy and Monica all hold hands. Scott puts on a headband and takes it off several times.

The story is funny. The children laugh at the rhyming words.

Ted is playing with a small, plastic telephone pole; throwing it up in the air and catching it. Jim notices this so holds out his hand trying to catch it.

Aide: "Ted, I'd suggest that you put that away in your cubby hole."

The story continues but is interrupted by several announcements over the intercom.

After the story, the aide suggests a game of "Letter Bingo." The helpers pass out the bingo cards and markers. As each child counts out ten markers, this takes several minutes. The first game is "Silent Bingo" - no one says the name of the letter when the aide holds up the card.

Aide: "You're going to have to really watch. No talking, just your eyes are going to be doing the talking and listening."

The children are paying attention to each letter. The aide notices Tracy has missed a letter.

Aide: "Tracy, you're not watching!"

Tracy: "I don't got a 'J'."

Aide: "Yes you do. Right there." (pointing to the card)

Several children are whispering the names of the letters.

Grant: "Bingo!"

Aide: "Grant's first. Let's see who's going to be second."

Several children are waiting for the same letter. As the excitement builds, the children bounce up and down, straining to see the letters. Finally, 'L' is shown. Four children call Bingo.

Child: "Let's play with the small letters. It's easier."

Other children dispute this fact.

Aide: "We'll play one game and I'll call the letters."

As the aide says each letter, the children repeat it and offer words starting with that letter. The noise level rises.

Aide: "It's too noisy! You won't be able to hear the letters."

Several children call Bingo at the same time. The cards and markers are collected. Several boys pretend the bottle caps (Bingo markers) are Cylon ships or Vipers (from Battlestar Galactica) landing in the container.

Two girls are quarrelling.

Tara: "You think you're the teacher!"

Susan (emphatically): "I do not!"

Susan was trying to force Tara to sit down next to her.

Aide: "We'll play 'Who's That Knocking at my Door?'."

One child sits on a chair, back to the children. Another child comes up and taps on the chair.

First Child: "Who's knocking at my door?"

Second Child: "Then who is it?"

First child guesses who it really is. The children do an excellent job of disguising their voices but often the guesses are accurate. This game seems to be a favourite with all the children.

3:30 Time to go home.

Aide: "Remember to take a pink note home."

The aide passes out the notes while Kathy passes out invitations to her birthday party.

THURSDAY, MAY 3, 1979

12:55 It is wet and muddy outside so the children arrive wearing raincoats and boots. The teacher is checking boots to sort out a mixup from the previous week.

Teacher: "Isn't this weather disgusting?"

Some children are looking at the dolls in the playhouse. The teacher sends them over to the rug.

The teacher tells the children they aren't going to have an operetta this year but they're still going to do lots of fun things. They can look forward to a Kindergarten Sports Day with the French kindergarten and a year-end picnic. The children applaud.

Kathy is wearing a straw sunhat.

Teacher: "Gee, you look so cute!"

The teacher ties the ribbons under her chin and laughs.

Heather shows the teacher syringes (without needles) she brought from home. The teacher says they may take them to the house corner at playtime.

Karen collects the books from the children and places them on the shelf. The teacher hands Kathy a flower for the calendar, with the number three on it.

Child: "Is it an Easter egg?"

Teacher: "No, it's a tulip."

An announcement is heard from the intercom.

The teacher sends Monica to put a straw in her cubby hole.

A child knocks on the door. He gives the teacher a note from the office.

Teacher: "We're having special visitors after recess. The grade one class is coming in for music. Mrs. Wright taught them last year."

The teacher plays the "Hello" song while the children sing.

Teacher: "Who remembers the name of the day?"

No one answers so the teacher prompts them.

Teacher: "It's a cooking day."

Child: "Thursday."

Grant isn't paying attention so the teacher asks him for the weather words for today. He doesn't answer her question.

Teacher: "Look at the weather chart."

Another announcement over the intercom.

Today's topic is chickens on the farm. The teacher shows the children an illustrated folder about hens, chicks and eggs.

Tara: "My Mom calls fried eggs 'Greg's eggs'."

Teacher: "Why?"

Tara: "I don't know."

Teacher: "Ask your mother so you can tell me tomorrow."

The teacher reads some poetry to the children.

Teacher: "Hickety, pickety, my black hen. Can you pick out the rhyming words?"

Child: "Hickety, pickety."

Teacher: "Good, I hadn't even thought of that."

The teacher emphasizes the rhyming words as she reads the poem. The next poem is "Tom, Tom, The Piper's Son." The children put up their hands to suggest the rhyming words. Occasionally a child calls out the words but most children remember to put their hands up.

1:20 The bell rings. Sean covers his ears with his hands.

Teacher: "I'll read the poem once so you can enjoy it. Then we'll pick out the rhyming words. Okay, this is the last one. Sit up tall and listen."

The teacher reads one more poem.

Teacher: "Today we're going to start our Mother's Day presents. We're going to make medallions."

A paper tulip on the board with number thirteen on it signifies the date for Mother's Day. The teacher pins the tulip on the calendar.

Teacher: "Cooking day with Mrs. Jansen, farm set, building, playhouse, sandbox. So I think there's enough to do. Also, if you want to, you can finish your 'Farm Friends' booklet. Who would like to cook first?"

Five children hold up their hands.

Teacher: "Who would like to make their Mother's Day present?"

Two children volunteer.

Three boys are sent to build with a new construction set.

A long sheet of brown paper covers one craft table. The teacher cuts off a piece of clay and demonstrates how to squeeze all the air out of it. A piece of wire is used as a clay cutter. The teacher uses a paper cup to trace around. Using several small tools, she draws a design on the medallion. After each child finishes their medallion, they place them in a plastic bag to dry slowly.

The aide calls the next group of children to make chocolate chip cookies.

Tara (standing next to the teacher, reads): "Draw a picture of a horse eating fruit."

Teacher: "Yes, it does, good Tara!"

Tara: "I can read!"

As she says this, she smiles at the researcher.

Teacher: "Susan, has Mommy gone into hospital yet?"

Susan's mother is expecting a baby. Susan shakes her head.

Aide: "Tara, would you like to come and bake?"

Tara: "No."

Teacher: "I think you should go anyway. Cookers didn't wash their hands."

The aide has called Monica twice to come to the cooking activity.

Teacher: "Monica, Mrs. Jansen has called you twice now!"

Monica: "I didn't hear."

Teacher: "That was obvious."

Three girls come to make their medallions.

Teacher: "I want you to listen while I tell Tara what to do so I don't have to repeat it."

Two boys have made large triangles with the construction set. They fly them over to the block centre pretending that these are space crafts. As they crash into the cardboard rolls on the rug, Grant refers to his rocket ship. Then he turns to look at the teacher. (Is he checking to see if she heard him talking about rockets while they're still working on the farm unit?)

Nancy demonstrates another way to make a pattern on her medallion using the wheels on a small car.

Teacher: "That is a good idea!"

As Cameron leaves the cooking centre, he leans over to give the aide a kiss on the cheek.

Heather presses too hard, while making a pattern on her medallion, cutting right through the circle.

Teacher: "You weren't listening, then you spoil what you're doing. I already heard Mrs. Jansen get after you for not listening."

The teacher cuts out another circle for Heather.

Kevin is praised by the teacher for the well-planned design on his medallion. She shows it to the aide and several children nearby.

The play in the house corner is related to hospitals and having babies. (This seems to be a result of expectant mothers and the needles Heather brought to school). Monica gives Susan an injection.

Monica: "Which hand do you use to write with?"

Susan has her injection in her other hand.

The children have placed the chairs and table to simulate a clinic waiting room. Monica is the nurse. After she injects each child, she pretends to squirt the fluid into the sink. Ted is washing knives and forks (referred to as operating tools) in the sink.

At the cooking centre, Jim spoons cookie batter onto the cookie sheets. He licks his fingers after each spoonful. When the bowl is empty, he leaves the centre still licking his fingers.

2:05 By now, the odour of chocolate chip cookies is floating through the room.

Three boys working on the rug have built elaborate block structures.

Teacher: "What are they?"

Boys: "Hideouts."

Teacher: "Hideouts for what?"

No answer.

Scott: "Ships!"

Teacher (aside to the researcher): "It wouldn't matter if I watched them every minute, every day. They'd still be doing space things. Boys and girls, I hate to tell you this, but it's time to clean up."

Tara: "Why don't you use the piano?"

Teacher: "Because my hands are all dirty."

The teacher has made medallions for the children who were away today.

Teacher: "Monica, would you wash the rolling pin for me?"

Monica takes it over to the sink where the aide is washing the baking dishes.

Teacher: "Boys and girls, it's a bit noisy in here!"

Nancy brings the teacher, by the hand, to admire the tidy playhouse.

Teacher: "Jim can go and get ready for recess. Get dressed on the rug."

Most of the children stand by the coat hooks putting on their coats.

Teacher (clapping her hands): "Coats to the rug, please. Did you forget the rule?"

When the teacher has checked that their coats are fastened, they can go outside. The children waiting by the door are laughing and talking.

Teacher: "I can't believe it's the afternoon class making all that noise. That's not very nice!"

After recess, the aide arrives before the teacher. The children are sitting on the rug.

Aide: "Do you have your shoes on? Go to the table for snack. Everyone gets two cookies so the ones you touch, you take!"

Sean and Kathy pass two plates of cookies. There is some complaining as some children take two cookies immediately.

Aide: "There's enough cookies for everyone to take one more. I haven't heard any thankyou's. Get a book when you're finished. I think we're soon going to get company for singing."

Most of the children are lined up at the sink waiting for a drink of water.

The teacher enters the room, walks over to the piano stool and sits down.

The grade one class arrives and joins the kindergarten class sitting on the rug.

Teacher: "How are the grade one's? Still as good as ever I see." (The teacher taught many of these children last year.)
"We'll have story first."

Tara reads two poems from "Garbage Delight" to the children.

Teacher: "How many of the grade one's remember how to sing "The Big Bad Wolf? I haven't heard you sing for a whole year. You can see I haven't changed. I can never find my music books. I have so many to remember."

She searches through the books on the piano until she finds the right one. The next song is "I Bought a Rooster."

Teacher: "You'll have to remember the order in which we bought the animals."

Children (in unison): "Oh, no!"

As the song progresses the number of animals increases. The teacher reminds the children of the order while they sing each verse.

Teacher: "Do the grade one's have any songs they remember that they'd like to do?"

Child: "Ten Little Monkeys!" (an action song)

The teacher accepts this suggestion. When they come to the last verse the children shout the last line. The teacher covers her ears and laughs.

Teacher: "Oh, you guys!"

The next song is "In a Cabin, in a Woods." Actions are substituted for words as the verses are repeated. The kindergarten children watch the teacher following her actions. (to make sure they do it correctly?)

Another teacher comes into the room to take three grade one children for some remedial work.

Another grade one child suggests "Three Little Ducks."

Teacher: "You'll have to stand up, you guys, to make the feather in your back."

Then the teacher teaches the group a new song, "Katie, the Kindergarten Cow." The teacher suggests "Bingo" without the piano. The teacher explains the routine for dropping the letters and clapping as the kindergarten children haven't done this song before. When the teacher suggests, "Hush, Little Baby," someone says, "Boo!"

Teacher: "Who said Boo?"

Jeff is self-consciously looking around.

Teacher: "Jeff, I don't believe it! That's not very nice. We have to sing some songs that our guests know."

Tara groans but the teacher ignores her.

Teacher: "How about 'Aiken Drum'?"

As the children suggest ideas for the song, the teacher gives encouraging replies. The children laugh at her statements.

Teacher: "Let's do a song from the Raffi record."

Again someone boos.

Teacher: "Okay, what did I tell you about boos? I don't like that!"

The teacher plays "Clap My Crazies Out."

Teacher (joking): "Don't jump on me!"

The children are following the action words of the song, laughing as they jump and shake vigorously.

Teacher: "Grade one's can line up at the door. You're all really good singers. Mrs. Wright is really pleased with you!"

The teacher reminds the children of the routine for taking off running shoes on the rug, going to get coats, bringing coats back to the rug to put them on.

Monica stands next to the researcher.

Monica: "Do you send notes to people?"

Researcher: "Would you like a note?"

Monica: "No. Just everytime you're here, you're writing notes."

The researcher explains that she's writing about what boys and girls do in kindergarten.

Monica: "Oh, I just wondered."

She smiles at the researcher and walks away.

The aide is giving the children their stuffed farm animals to take home.

Teacher: "Smile Susan! You look so much nicer when you smile."

Susan watches the aide waiting for her name to be called. She turns to smile at the teacher.

FRIDAY, MAY 4, 1979

Kathy is the birthday girl today. The aide makes her a crown and places it on her head.

Teacher: "You look very nice."

The number four is already pinned on the calendar.

Teacher: "Tara, what's the date today?"

Tara: "Four."

Teacher: "The whole thing."

Tara: "Today is Friday, May the fourth."

1:03 Tracy comes into the room.

Teacher: "My goodness, Tracy's on time. Good girl!"

The teacher and children say the names of the children absent today then they count the number of children present.

Teacher: "Jeff can do the weather chart."

He selects rainy and windy.

Teacher: "Good Jeff. It's a miserable day! Who's invited to the party today? I shouldn't have asked that, some feelings might be hurt."

She talks about some people being invited to one party then others are invited to another, trying to compensate for her question.

The aide and a mother are talking at the back of the room.

Teacher (standing up to look): "I wondered who was yakking back there for so long."

1:10 Janice arrives. She tells the teacher she's late because her mother curled her hair.

Teacher: "You look very nice. We'll start 'Show and Tell' with the birthday girl."

Kathy shows a new doll. Each child looks at it then passes it around the circle.

Scott shows some Star Wars models.

Teacher: "Have masking tape put on with your initials when you take them to play."

The children tell the teacher the name of each model as she isn't familiar with them.

A grade six girl enters the room with a Star Wars record for the class to use next week.

Ted shows a space ship made from a Lego set.

Jeff holds up a tooth.

Teacher: "When did you lose it?"

Jeff: "Yesterday."

The tooth is also passed around.

Sean shows a Cylon model from Battlestar Galactica.

Teacher: "Line up for library."

1:20 The principal reads the children a story in the library every Friday afternoon. As the children line up, someone burps loudly.

Teacher: "What do you say when you burp? What's the rule?"

Child: "Pardon?"

Teacher: "Yes, I should think so!"

The teacher uses this preparation time to write out lesson plans.

1:35 The teacher meets the class in the hallway. They walk to the gymnasium.

Teacher: "Run around the gym. When I call your name, come and get a ball."

The teacher demonstrates ball bouncing with several variations. "Stop" called loudly, by the teacher, is the signal to change activities. After several different tasks with the ball, the teacher collects the balls.

Teacher: "Next Mrs. Wright is going to give you some listening to follow directions exercises."

The exercises involve performing three activities in sequence. The teacher watches to see if the children are following instructions. Most children are able to do this.

Teacher: "Next, we'll play statues to see if you're listening."

A clap of the teacher's hands is the stopping signal.

Another game involves following directions during which the teacher corrects individual children who make mistakes in following her instructions.

Finally the children walk the length of the gym imitating their favourite farm animal. Several children start a race.

Teacher: "It's not a race, I'm watching to see your strong arms and legs."

The class lines up to walk back to the classroom. They sit on the rug to finish "Show and Tell."

Jim comes back from the French kindergarten. The teacher shows him the Star Wars models, naming each as she holds them up.

Teacher: "Aren't you proud of me?"

Jim: "But you don't know very much."

Several children are talking at once.

Teacher: "When it's someone else's turn to talk you should listen."

Tracy brought four items for "Show and Tell." These are things she brought previously.

Teacher: "Try to bring things you haven't brought before so it's interesting for the children."

Teacher (to researcher): "I set this rule at the beginning about not bringing things more than once."

Jim is talking, laughing and changing places in the circle.

Teacher: "I'm going to get the listening chair out again. I've had to say the same thing too many times."

Two children are talking to each other. The teacher overhears one saying, "Ain't."

Teacher: "I ain't. There's no such word! I'm not."

2:05 The children select their centres. The noise level is still high.

Teacher: "You guys, it's still too noisy."

Three girls are playing with puzzles. Four children are playing with the wooden blocks and a space ship. Four boys build space crafts for the Star Wars characters. Susan plays quietly, one note at a time, on the piano.

Teacher: "You have to play the music at the piano. That's the rule."

Four girls are playing in the house corner. Since these are the children who are going to Kathy's party after school, their conversation centres around activities at the party.

Books about space are set out on a table near the block centre. Several children notice this and crowd around the table looking at the books.

Scott: "Oh, gee! All the books about space."

Teacher: "Use your inside voices. (Aside to researcher) I guess it's not very much fun to be in space if you have to be quiet. Friday afternoon is usually a lost cause. The weather has been so poor most of the week; the children haven't been playing outside."

Recess is cancelled by the teacher because the playground is wet and muddy.

Loud shouts are heard from the block centre.

Teacher: "Jim, cool it!"

The teacher sits at her desk writing a letter to the parents about an upcoming field trip.

Teacher: "Listen, I hear some bad vibes from over there." (referring to the block centre)

Tracy: "Can I play with the clay?"

Teacher: "The plasticine? Sure!"

Cameron (to the aide): "Put Kevin on the listening chair. He broke what I was building."

The aide calls Kevin over to talk about the incident. The story emerges that Cameron had a "little accident" and broke something Jeff was building so Jeff broke Cameron's building. The aide talks to both boys about not breaking anyone's property.

Aide: "Okay, listen. Let's pick up quickly. It's Friday so we have to make sure everything is cleaned up to perfection."

Jim tries to carry some blocks on his head.

Aide: "Jim, just cool it!"

When cleanup is completed, the children sit at the snack tables. Kevin passes nuts and raisins to both tables.

Jim: "We want more! We want more!"

Teacher: "Jim, that will be just enough."

Kathy passes out donuts (a treat for the children because it's her birthday).

Jim: "How deep is a donut hole?"

Teacher: "Oh, about an inch. Oh no, not an inch."

The teacher measures a donut.

Teacher: "About three centimeters. The donuts were a good idea for snack."

The children line up at the sink to wash their hands and have a drink.

As the children sit on the rug, Janice brings her "Sesame Street Fever" record to the teacher. Several girls dance to the songs while other children clap their hands. Soon half the class is dancing. After the third song, the teacher plays a story record, "The Scarecrow of Oz." While the children listen to the story, the teacher shows the pictures from the book included with the record. Nancy reclines on the rug although the rest of the children sit concentrating on the pictures.

3:26 After the record the children get dressed to go home.

MONDAY, MAY 7, 1979

The Space Unit officially starts today. The children are seated on the rug looking at space books while listening to a Star Wars record. Jim's Star Wars poster is fastened to the door in the listening centre.

Ted (listening to the music): "Space, again!"

Tracy and Susan are the leaders today.

Teacher: "Tracy's always late of course!"

Several children have stopped at different centres in the room.

Teacher: "That's the rule. We're supposed to come to the rug and get ready right away. We've been doing it since September. I shouldn't have to tell you!"

Several children are asking questions about the space activities.

Teacher: "Mrs. Wright is going to lose her temper with all of you if you don't start listening."

1:05 Tracy arrives.

Teacher: "Who brought their library books today? Put your hand up. If you haven't brought your book, you don't get a new one. Sorry, but it's the same for the rest of the children."

The teacher suggests that the children should read their books as soon as they take them home so they can return it to the school in a few days.

Teacher: "Then you won't have to worry about remembering it. To start our space unit, we will read about 'The Sun, Our Nearest Star'."

Tara: "You know what? My friends know some astronauts that went to the moon."

Teacher: "Well, maybe. I'm not going to say they don't!"

Susan: "I've walked on the moon."

Teacher: "Oh, you mean at Disneyland."

The teacher attempts, using the illustrations in the book, to help the children realize the size of the sun and the distance from Earth to the sun.

1:15 Scott arrives.

Teacher: "Hi, Scott."

Teacher (to children kneeling on the rug): "Sit properly, please. That's right."

Several children change position to sit cross-legged.

Teacher: "I don't want you to sit like that because you won't get strong muscles in your legs."

1:20 Jim comes back to the classroom.

The teacher lists the centres available:

a) Making rockets from paper rolls which may be painted or covered with tinfoil. The rockets will be mounted on a bulletin board captioned "Space Ships." The teacher demonstrates, to the whole class, how to make flames shooting out of one end, the nose cone and how to use the tape dispenser properly.

b) Cutting out space crafts and planets from a roll of wallpaper.

c) Building landing pads, space cities, robots or rockets.

d) Story-telling booklets so that the children can draw and tell stories about the things they learned today. The teacher reads some stories and shows some pictures the morning class did today.

Teacher: "I know you can do as well."

Four children select the rocket ships. Four girls choose the house corner.

Teacher: "You can play Princess Leah and things."

Five boys are building their own space crafts from construction toys. Susan is drawing a space picture. Nancy is listening to a story about a rocket ship. Cameron demonstrates an elaborate space craft with separating stages. While the teacher changes the record for Nancy, she notices Susan sitting at the table with her story telling book.

Teacher: "Susan, I'm coming! Nancy, you listen to one side of the record then Mrs. Wright will ask you some questions about it."

The teacher takes large sheets of yellow construction paper over to the playhouse so the girls may make Princess Leah crowns.

Kevin's rocket ship is very elaborate with several special features.

Teacher: "Kevin, that's way better than mine! Boys and girls, look what Kevin made. That's great!" (The teacher holds up the rocket so everyone may see it).

Monica is walking around the room wearing a cape and a crown. The boys from the construction centre are crowded around the teacher, waiting for her to come and see their buildings.

Teacher: "Just wait 'til I finish Heather's crown then I'll come."

Janice proudly brings the teacher a large sun made of construction paper. The teacher praises her for thinking of such a good idea and for making it so big. The sun is added to the bulletin board display.

Scott also brings his rocket to the teacher. Again, the teacher shows it to the class and praises Scott.

2:10 Tidy up time.

Teacher (to researcher): "Some of the children seem to have lost interest in today's activities. I don't want them to get bored!"

Several Princess Leahs have decided to wear their crowns outside at recess time.

Janice: "Only us are going to play. No boys!"

Teacher: "Would the Princess Leahs put their crowns on the counter?"

Monica: "We're going to wear them outside."

Teacher: "No, they'll get ripped and dirty!"

The teacher plays the Star Wars record.

Teacher: "Every time you hear the 'Star Wars' music this month, that will be your signal to listen. To come to the carpet and listen. Okay, girls can tiptoe to the rug to get their coats. Please come to the rug to get ready. Okay, boys go and get ready. If your coats aren't done up, it means you aren't ready!"

2:25 Children file out for recess.

2:40 The children are seated at the snack tables when the teacher leaves the room to take a message to the office. As they finish snack, the children select a book and go to sit on the rug. The aide reads aloud "a very, very, very important note," about a field trip later in the week.

When the teacher returns, she sits on the stool to talk to the children.

Teacher: "I think some of us are having difficulty following directions. I don't like having to remind you of things. It's not very much fun for me and it's not very nice for you."

In preparation for a trip to the library, the teacher tells the children that groups of four may go to look at the model space city built by the grade six class.

Teacher: "Who brought their library books? If you don't have your book, you can't get another one. If you bring your book back tomorrow, you'll have it ready to return next week."

When the class arrives at the library, they line up beside the partition which separates the grade six class from the library. Each group of children, when called by the teacher, examines the space city.

Teacher: "Remember, don't touch anything."

The children who forgot to return their books sit quietly looking at picture books while the rest of the class selects new books.

Librarian: "Next week I'll have a short story on the listening station for you."

After returning to the classroom, the children sit on the rug.

Teacher: "What did the librarian say you'd do next week?"

Child: "Listen to a story."

Teacher: "Go and put your books in plastic bags. Bring them back to school as soon as you're finished reading them. Listen! Tonight we're going to give you that very important note that Mrs. Jansen read to you."

Scott mentions that he doesn't want to go on the trip.

Teacher: "Even if you don't want to swim, you should still come for the trip and the treat. Don't worry if you can't swim. Lots of people can't swim."

Teacher (clapping her hands): "Listen girls, go and get your coats and bring them to the carpet. No one leaves without bringing their coats to the rug. As soon as the girls are all sitting properly, Mrs. Jansen might have a note for you. With your shoes done up and your coat done up. Boys, go and get ready."

The aide passes out notes to each child as they leave.

TUESDAY, MAY 8, 1979

1:00 Although most of the children are seated on the rug, others are wandering around the room.

Teacher: "What do you think you're doing? Every day I remind you to sit on the carpet."

Jim enters the room carrying a rose in a bud vase.

Jim: "When the rose doesn't look nice, my mother needs the vase back."

The teacher reads the note accompanying the rose. She replies (so she won't forget to do it later) while the children look at the books.

New space ships (made by the morning class) hang from strings fastened to the ceiling.

Teacher: "I think I'll buy Susan and Scott new smilers so they can smile nicely when they come to school. I'm going to teach grade one next year, but I don't know who'll be in my room."

While the teacher says this, she hugs Janice.

Janice pins the date on the calendar.

Ted selects windy and sunny on the weather chart.

Today's story about the sun explains the reasons for day, night and seasons.

Teacher (to the aide): "Would you go to the library and sign out a globe for me?"

1:15 The bell rings.

An announcement is heard from the intercom.

Teacher: "Girls, could you please be quiet. That's not nice if you're not going to listen!"

1:20 Tracy arrives.

When the aide returns with the globe, the children stand around the teacher as she points out different countries.

Teacher: "Tracy, if you come late on Friday, you'll miss the swimming. We'll have to pin a note to you on Thursday. Hopefully one of us will remember."

Monica kneels next to the teacher, leaning her arm on the teacher's knee.

Teacher: "Monica, could you sit down, please?"

The children with library books go to the library with the aide.

Directions are given, by the teacher, for making the space ships.

Teacher: "The centres available today are: making rockets from cardboard rolls; making 'Star Wars' ships from styrofoam cups; playing Princess Leah in the house corner; building space cities from the construction sets."

1:30 All the children have selected activities.

1:35 When Jim returns from the French kindergarten, the teacher shows him how to make the styrofoam space ships.

Teacher: "Remember to leave a space on the wings so I can punch a hole to hang it up. Monica, you should be doing something - not just playing! Come here to the table."

At the teacher's suggestion, Monica draws a picture in her story telling book.

Two children working at the craft table are talking about quitting school.

Jim: "Let them do all the work for awhile!"

Tara: "Yeah, let them see what it's like!"

Teacher: "Jim, you're being very silly and I don't like it. Tara, if you're being foolish too, you can just quit it!"

A few minutes later, Tara approaches the aide.

Tara: "Me don't know what to do."

Cameron: "Yeah, we don't know what to do."

Aide: "Why don't you work on your book?"

Tara: "I took it home."

Aide: "Scott, have you made one of these?" (referring to the rockets)

Scott: "How long will it take?"

Aide: "Not very long."

Teacher: "Scott, I want you to do it slowly and properly. Don't hurry!"

While dictating stories to the teacher, the children talk about Mork and Mindy. Both the pictures and stories are very detailed. Monica carefully draws her picture with pencil before colouring it. Kathy can't decide what to do after finishing her story. The teacher suggests the construction centre.

Tara: "Can I go and play the piano?"

Teacher: "Yes."

Tara: "Darn, Monica is playing the piano!"

Jim (loudly): "I'll do it! I'll do it!"

Teacher: "Jim, what's going on? I want you to come over and talk to me."

Jim explains that he just wanted to help fix a space craft.

Teacher: "I hate to be the Bad News Bear, but it's cleanup time!"

The teacher plays "The Muffin Man" on the piano.

Teacher (to Nancy, still playing in the sandbox): "Nancy, did you hear the piano? Nancy, wash your hands and help clean up!"

Scott (looking at the pendants for Mother's Day): "Teacher, what are these?"

Teacher: "Those are the pendants for Mother's Day. You were away so I made your mother one."

When the teacher plays the "Star Wars" theme, Jim reminds the children to hurry to the rug.

Teacher: "You were all really good listeners! You came to the rug as soon as you heard the music."

While the children sit on the rug listening to the music, the teacher looks through her files for a sample Mother's Day card.

Teacher: "Girls, then boys, may tiptoe to put their coats on."

2:40 Several children wait by the door for the teacher to arrive. Susan fell in the mud at recess time.

Child (to teacher): "Look what Jeff did."

Teacher: "I'm sure it was an accident. Don't worry! They'll wash. Girls may tiptoe to the snack table. Boys may tiptoe for snack."

All during snack, the teacher goes through files looking for the card.

After snack, the teacher sits on the stool holding a space alphabet book.

Teacher (showing the 'A' page): "What do you think 'A' stands for?"

Children: "Ah." (phoneme for A)

Teacher: "Right, but also astronaut."

The children correctly name the illustrations for 'B' and 'C'.

Teacher: "'D' for?"

Nancy: "Dog?"

Teacher: "No, we're doing space!"

Another child suggests donkey, although there is an illustration of a dirigible.

Teacher: "'E'. Where do we live?"

Children: "Edmonton? Earth?"

Teacher: "Very good!"

When the book is finished, the teacher tells the children to make a circle.

A knock on the door is heard. A child from another classroom brings the teacher two chocolate chip cookies. The teacher thanks her and returns to the rug. She sits down on the rug and lines up several "Star Wars" models.

Teacher: "Sorry you guys. This time I get the treat!"

While the children hide their eyes, the teacher removes two of the models.

Teacher: "If you're peeking, I won't ask you!"

When Nancy has difficulty telling which figures are missing, the teacher offers a clue. This doesn't help, so the teacher tells Tara to whisper in Nancy's ear.

Tara is kneeling instead of sitting.

Teacher: "Tara, remember we're not supposed to sit like that. Sit like Kathy. It pulls the muscles in your legs!"

The next game results in elimination if the child is holding R2D2 when the music stops.

Teacher: "Okay! Don't be silly or we'll stop."

After the game, the teacher reminds the children to return their library books and permission slips tomorrow.

Teacher: "Girls, we have some kites to go home so go and get your coats and bring them to the rug. Sit down until your name is called."

Next, the boys get their coats.

Teacher (clapping her hands): "Is everyone sitting down as they're supposed to be?"

The aide passes out the kites as the children leave.

WEDNESDAY, MAY 9, 1979

1:00 Children are sitting on the rug. The teacher claps her hands for attention.

Teacher: "Scott and Grant, pick up the books, please. When Mrs. Jansen calls your name, stand up so we can see who brought their notes."

Heather's note isn't back yet.

Kathy: "I think she couldn't find her note when she got home."

Teacher: "Heather, get your mother to write a note to say you can go swimming."

Teacher reads a story, "What the Moon is Like." She reminds them to be good listeners so they can write a story later. The teacher asks who looked at the moon last night to see what shape it was. She asks them to think about what the moon would be like.

Teacher: "Okay, can you tell us about it?"

The children suggest cold, hot, no coal.

Cameron: "There are moon dishes." (craters)

Then the teacher reads the author's description of the moon.

Kevin and Grant are turning around to look at the children still in the school yard.

1:15 Sean arrives.

The aide greets him at the door.

Aide: "Have you got your note? I'm so glad you remembered to bring it."

Sean also returned his library book, in a plastic bag. He comes to the rug carrying his runners. He sits down and looks at the book the teacher was reading while tying his shoes.

Grant is playing a finger game with Kevin. The teacher notices this and asks Grant to move to the other side of the rug.

Teacher: "I don't like the way you're listening."

1:20 Tracy arrives. The aide greets her at the door.

Aide: "Tracy, did you bring your note?"

Tracy: "My Mom's not going to let me go swimming."

Tracy carries her shoes over to the rug and sits down to put them on.

The teacher assigns children to different centres. Four girls are sent to one table to make Mother's Day cards.

Teacher: "Anyone who hasn't made a rocket yet must go to do that."

The teacher shows a group of boys on the rug how to make a rocket from blocks.

Janice (pointing to Susan): "No one will let her wear a hat until they're finished."

Teacher: "They're for everyone to share so go and get one, Susan."

Janice and Susan are playing Princess Leah in the house corner. Monica goes over to the house corner to check that Susan isn't wearing her crown.

The teacher sits at the table helping the girls making Mother's Day cards. When the card is opened, the flower stem unfolds, making the flower "grow." She demonstrates how to fold the paper correctly and where to print their name. The children seem intrigued with the process as they show it to each other several times. Susan walks over to the table where the four girls are working.

Tara: "Only four people here." (There are six chairs at the table.)

Susan ignores her by sitting down on one of the chairs.

The directions for glueing the verse to the card seem to confuse some of the children. Nancy has put glue on both ends of the paper. The teacher demonstrates again.

Teacher: "Nancy, go and get me a paper towel. Mrs. Wright is lazy today."

Tara: "Poor kids have to do all the work!"

Teacher: "Poor kids!"

A group of five boys are playing with the space toys. The teacher and aide notice that Grant doesn't have a toy so both of them talk to the boys about sharing. One boy gives Scott a space ship.

Aide: "Scott, come and make your Mother's Day card."

Scott: "How long does it take? What do I have to write?" (These are the same questions he asked when he made a rocket the other day.)

Aide: "Just a few words."

Cameron is playing in the sandbox making the moon surface complete with craters and mountains.

The teacher notices Scott is printing his name in capital letters.

Teacher: "Scott, we have to learn how to make our names with small letters."

Monica: "Can I play the piano?"

Teacher: "If the music's there and if you're not just banging."

Teacher (to two girls playing with plastercine): "Don't put anything in the plastercine. Just play with it by itself."

1:50 Jim comes back from the French kindergarten.

Teacher: "Jim, did Madame Green forget?"

Jim: "No." (Jim is supposed to come back for all of the self-selected activity time because he is very interested in the space unit.)

Jim sits on the rug with the other boys playing with the space crafts.

Heather asks the teacher if she can bring another chair into the house corner.

Teacher: "Yes, take one."

Teacher (pointing to a chair): "Take one from here. It's so much closer than dragging it all the way from there."

Aide: "Tara, could you show Susan how to make a space craft?"

Scott invents a space craft using cardboard rolls and styrofoam cups.

2:10 The teacher plays "The Muffin Man" on the piano.

Teacher: "Okay, let's see everybody help."

The teacher points to Scott's space toys and then to Scott implying that he should put them away. Susan and Tara are still working on a space craft.

Several children stop next to the teacher, who's sitting on a stool, showing her items they've made.

When the room is tidy, the teacher calls the children to the rug to show them the Star Wars cards Tracy brought.

Teacher: "We'll put them up around Jim's poster." (on the door)

Aide: "Girls, the house corner is a mess."

The teacher calls the names of the children who were playing in the house corner.

Teacher: "That's too bad, girls. You'll just have to miss them. You know the rules!"

While the girls tidy the house corner, the other children look at the cards.

Teacher: "Now listen! I promised today you could take out the balls."

She selects a girl and a boy to take the balls out. Unfortunately, the morning class forgot to bring in one ball so there's only one ball to take out. The teacher asks the boys to look for the ball outside and gives the ball to the girls.

2:25 . Recess time.

2:40 Three boys are waiting excited by the door to show the teacher that they found the ball at recess time. Unfortunately, the girls lost their ball so they still only have one ball. The aide and teacher laugh as the children describe their search all over the school yard.

Snack time passes quickly today as the children don't eat very many crackers or cheese. It isn't as popular as some of the other snacks.

While the children are sitting on the rug, Heather wiggles a loose tooth until it falls out. Surprise registers on her face then she holds out the tooth to show the teacher.

Teacher: "Go and get a drink. Put the tooth in your cubby hole."

Jim is being very noisy so the teacher sends him to sit on the other side of the rug. Instead he sits on the listening chair.

Teacher: "Jim, don't be silly. You know what I meant!"

Jim sits on the rug.

The teacher teaches several new space songs then she suggests "Aiken Drum" using things from space for his clothes. The children are very enthusiastic about this idea, suggesting a variety of ideas (e.g. space ships, air tanks, etc.)

Tracy holds up her hand but when the teacher asks her, she can't think of an answer.

Teacher: "When you hold your hand up you should have your answer ready."

Jim and Tara are waving their arms in the air, anxious to share their ideas.

Tara: "Mrs. Wright, I have one!"

Teacher: "Tara, I'm trying to let everyone have a turn. You've already had a turn. We're going to learn a new song, 'Star Light, Star Bright.' Boys and girls, how are you supposed to be sitting?"

Several children move their legs from Japanese sitting to Indian style. Next, the teacher starts a sensory awareness game using the Star Wars characters. The models are placed in a bag then the children identify them by sense of touch. After a couple of wrong guesses, several children name them correctly.

Jim teases the children by calling them by the names of the models they've selected.

Teacher: "Don't be silly or we'll stop the game."

Scott: "The people who haven't had their turn want to take a turn."

Teacher: "Yes, that's right!"

When Jim has his turn, he calls his selection "a bare-necked storm trooper."

Teacher: "Don't be silly! No one else did that when they had their turn."

Finally, the teacher takes her turn. Tara and

Monica hold the bag for the teacher. Tracy comes over to help hold the bag.

Teacher: "Tracy, sit down. You've already had your turn."

While the children get ready to go home, the teacher describes a rocket ship made of boxes which will be one of tomorrow's activities.

Jim and Scott tuck their pant legs into their socks.

Teacher: "Why are you doing that?"

Jim: "We like to."

Andrea: "How long will we be doing space?"

Teacher: "Oh, about two weeks. Until I get sick of it!"

As the children go out the door, the aide hands them notes to take home regarding an upcoming field trip.

THURSDAY, MAY 10, 1979

1:00 Several children are seated on the rug looking at Tracy's "Star Wars" comic.

Teacher: "Each of you get your own book to look at."

Several children watch from the window as a truck dumps sand in the jumping pits.

A stack of five cardboard boxes sits on a corner of the rug. The teacher is making a nose cone, for a rocket, out of bristol board.

At the teacher's request, Heather pins the date on the calendar. The teacher and children read today's date.

Susan: "My mom had a baby sister."

Teacher: "You don't know yet. You tell us when you know. Your dad said he would phone us when he knew. Don't make things up, Susan! The story today is 'You Will Go to the Moon!"

During the story, the teacher asks many questions (to check if everyone is listening?).

Tara: "I went to Mars."

Teacher: "Pardon me? Oh, you mean at Disneyland?"

1:20 When Tracy arrives, she talks to the aide, standing by the door, then she goes to listen to the story.

Scott (looking through the window): "Look, Mrs. Wright, look!"

Teacher: "Yes, they're just unloading sand."

Tracy crawls across the rug, then sits down next to the teacher. When she kneels so that she can see the truck, the teacher notices her lack of attention to the story.

Teacher: "Sit back. Sit back Tracy, so you can listen and look at the pictures. It's just sand for the jumping pits. Don't worry about it!"

In spite of the teacher's comments, the children continue to watch the truck. The teacher sighs and turns to look at the clock.

After the story, the teacher reminds four children to make their Mother's Day cards. A mixup in counting the completed cards results in the aide calling each child's name as she passes out the cards. The confusion is settled when Scott remembers that he put his card in his cubby hole.

Four girls are helping the teacher cut and tape the boxes to make a rocket ship.

Teacher: "Be quiet. You're not helping me with all that noise!"

Jim comes in from the French kindergarten.

Jim: "Can I bring my rocket to show the French?"

Teacher: "Yes."

Jim hurries out of the room carrying his rocket ship.

Teacher (to girls helping her): "Move back while I cut with the knife."

Two of the girls stand beside the piano while Monica plays a simple tune on the piano. Next, Monica decides to listen to the "Star Wars" record.

Teacher: "Does anyone else want to listen because I'll have to plug in that box." (referring to the listening station)

Tara helps the teacher by carrying all the cardboard scraps to the garbage.

Tara (walking through the block centre): "Excuse me as I walk through this space city."

The teacher and aide discuss the best method for preparing snack today so that the children will be able to see the ingredients combined in the blender. Since there is only one electrical outlet in the room, the aide goes to the library to borrow an extension cord.

Ted mentions to the teacher that he's not going to go swimming tomorrow.

Teacher: "Then what are you going to do? Why not?"

Ted: "My mom doesn't want me to get a chill."

Teacher: "I think if you're going to go, you should go swimming."

On May 7th, the teacher told Scott he should come on the trip even if he didn't go swimming.

2:02 Cleanup time.

Today the children will have snack (Princess Leah Shakes) before recess since Jim's mother is coming in to read a story.

Some of the children complain that they haven't had time to finish their construction plans. Scott carries a chair to the rocket ship.

Aide: "What are you doing?"

Scott stands, holding the chair, but doesn't answer the question.

Teacher: "I asked him to bring it. Can't you answer Mrs. Jansen?"

As the teacher checks various centres, she notices the house corner is still untidy.

Teacher (to Tracy): "You're a great one for helping! You love to mess up but when it comes to clean up, forget it!"

Teacher (clapping her hands): "I'd like everyone to sit here."

The teacher points to the edge of the rug. Since the blender is set on a table just in front of the rug, the children may watch the bananas and other ingredients added to the milkshakes.

Teacher: "Just think of all the good, nutritious food in the milkshakes."

After the teacher pours the first batch of milkshakes, she licks her fingers.

Tara and Jim: "Cheater, cheater. Cheater, cheater, pumpkin eater!"

The classroom rule is "No licking your fingers when you're cooking."

As each child's name is called, the child takes a glass of milkshake to the snack table. Scott doesn't want one.

Teacher: "They're really yummy! Don't you want to try one?"

Scott shakes his head.

Teacher: "No? Okay! You may go and sit on the rug and look at a book."

Because the milkshakes are very thick, the teacher passes spoons to the children.

Teacher: "Hurry, it's only two minutes to recess. See if you can be all finished up by then."

Several children pour the milkshakes down the sink after tasting it.

Jim's mother arrives after recess to read a space story to the children. Before the story, Jim demonstrates "the way Mrs. Wright likes us to sit." Jim interrupts as his mother is explaining how she looked in the card catalogue to find books about space.

Mrs. Hill: "Jim, don't interrupt. This is school and you're just one of the boys and girls."

A few minutes later, Jim is allowed to show his favourite pictures from one of the space books. Mrs. Hill uses the teacher's routines, e.g. she expects the children to hold up their hands to answer questions, she expects careful listening during the story.

After the story, the aide calls each child's name as they come to collect their Mother's Day cards and pendants.

Aide: "There wasn't one thank-you, you guys!"

Children: "Thank you."

Aide: "It's too late now! Why don't you surprise me one day?"

Teacher (notices Heather folding her card around her pendant): "Heather, you're not supposed to fold the green card all up. Gee whiz!"

Jim mentions to the teacher that Kevin swore at him, repeating the obscenities.

Teacher (extremely upset, speaking to both Kevin and Jim): "Don't ever talk like that! I don't expect to hear things like that at school! I don't like you to talk like that!"

Later, talking to the researcher, the teacher said, "I don't know where they hear language like that!"

TUESDAY, MAY 15, 1979

While the children look at books, the teacher talks to a mother observing the class today.

1:05 Teacher: "Ladies and gentlemen, I think we're going to start. Nancy and Cameron are the leaders.

Ted: "Mrs. Wright, you're going to have a baby."

Teacher: "How did you know?"

Ted: "My mom told me."

Teacher: "Not for a long time. You'll all be in grade one. By then you'll have forgotten me."

Nancy is selected to pick the weather words. While the teacher plays the piano, the class sings the "Hello" song.

Teacher: "Heather, excuse me. It's time to listen, dear. Before we have work time, we'll have talk time. Remember Mrs. Wright told you that when things are far away they look smaller? Tara, sit up tall!"

1:13 Scott arrives.

Teacher: "Hi, Scott. Come on in, dear."

A story about the planet reinforces the concepts of size and distance in space.

Several new activities are available today.

Teacher: "There's 'Lite-Brite' to make space pictures, wipe-off cards to do slowly and properly. If you do it so fast that it doesn't look like it's supposed to, Mrs. Wright will make you do it over."

Tara: "And that's no fun!"

Teacher: "Right! That's no fun."

Directions are given for constructing a R2D2 robot with arms and legs attached by rubber bands.

1:25 Tracy arrives carrying her library book in a plastic bag. The aide checks the due date stamped in the book while Tracy finds a place on the rug.

Teacher: "I've even put out rulers for you to use."

Dot-to-dot pictures and colour-coded pictures are also available.

Four girls select the wipe-off cards, two boys work on dot-to-dot pictures, Tara is colouring a picture, Susan and Kevin are making robots, Tracy paints at an easel and two boys are making a 'Lite-Brite' picture.

Teacher (looking at Kevin's robot): "Kevin, you were such a good listener. You made your robot all by yourself. Good for you! Can I hang it up for now?"

Teacher (to researcher): "I like them to stay at the same centre so that they accomplish something. This develops good work habits for grade one."

Kevin watches the teacher hanging up the puppet. She assures him that she'll give it back when he goes home.

Teacher (holding up Tara's picture): "Tara did this all by herself."

When the teacher praises Tara for working independently, Tracy looks up.

Tracy: "We don't do it all by ourselves. You tell us!"

Tracy bounces her puppet up and down in front of the teacher.

Teacher: "Tracy, that's just excellent. Very good!"

Teacher (to boys building space stations and rocket ships): "Boys, I'm sorry but tomorrow you can play the game."

Boys: "Oh, no! We just made it!"

Scott: "Mrs. Wright, did you forget the 'Star Wars' music?"

The teacher plays the 'Star Wars' theme - the signal to clean up and come to the rug.

Cleanup is quickly completed so the children have time to listen to the records.

Teacher: "Tara, Kevin, just sit up tall and listen for a few minutes until it's time to get ready. Boys, quietly go and get your coats."

Susan and Kathy also go to the coat racks.

Teacher: "You aren't boys! Ladies, you can get your coats. Come to the rug so that it won't be congested."

After recess, the children sit on the rug talking and laughing.

Aide: "Boys, tiptoe to the tables. Now, the girls."

The noise level increases during snack.

Teacher: "Sit on the rug quietly and look at a book or I'm going to start yelling!"

Several minutes pass as the teacher looks through music books attempting to pick out a tune on the piano.

Words to a song for another teacher's retirement party are printed on chart paper hung on the divider. The children repeat each line after the teacher reads it. Two other classes come into the room, sitting on the rug with the kindergarten children. Someone boos but no one comments about this expression of disapproval. Someone else complains about being "squished." After singing verses of the song, the kindergarten children sing the chorus alone so the teacher may check that they know the words.

Teacher: "Good, I think you all know it."

When the other classes leave, the teacher talks to the children.

Teacher: "Put your hands in your lap and get ready to listen. You all have to participate or it's no fun!"

Two more songs conclude the music session.

Teacher: "Girls, go to get your coats. See if you can go quieter than the boys."

Jim: "Is this a contest?"

Teacher: "Yes, it's definitely a contest!"

Ted (to aide, while he puts on his coat): "I wonder who won?"

The aide doesn't understand what he's referring to and he doesn't explain.

Kathy (to teacher): "I sure had a lot of dirty air back there."

Kathy was referring to singing with the other classes.

Kevin reminds the teacher that he wants his robot to take home.

THURSDAY, MAY 17, 1979

1:00 One of the school psychologists spends a few minutes observing in the classroom before evaluating Heather's readiness for grade one. In a quiet conversation near the door, the teacher and psychologist discuss Heather's progress over the last few months.

Teacher: "Heather, are you ready to go with Mrs. Lytton now?"

The psychologist smiles at Heather. As they walk to the door, hand-in-hand, the teacher encourages Heather.

Teacher: "Have fun playing games today!"

Today, several children play with puzzles while waiting for the teacher.

Jeff drops several books as he attempts to carry an armful of books to the table.

Teacher: "Kathy, why aren't you helping Jeff? I think you'd better go and help him."

The teacher opens the door to warn children swinging over a small fence about the dangers of bumping their heads on the concrete sidewalk.

Teacher: "Grouchy old Mrs. Wright. I'm just afraid they're going to crack their heads open! We're not going to cook today. You did so much cooking on Monday at the John Walter Site. You don't need to cook every week. Just as long as you have a treat - a snack at snack time!"

During the story the teacher asks several questions.

Teacher: "Remember to answer Mrs. Wright in a nice sentence."

Teacher's comments such as "That's a good sentence!" and "Good thinking!" follow the next few answers from the children.

Teacher (notices Nancy playing with the blocks): "Nancy, look at this picture. Put your hands in your lap and don't worry about the blocks."

1:20 Tracy arrives.

Teacher: "Susan, can you sit up tall? It helps us to listen if we sit up nicely!"

After the story, the teacher checks the children's knowledge by asking questions about the story.

Monica: "Rockets don't have gravity."

Janice: "Satellites go around the moon."

Teacher: "Gee, you were a good listener! These are the centres available today. The rocket is ready. Only two people in it because it's only cardboard. The morning class made a large rocket out of blocks. It was a great idea! R2D2 puppets. 'G' pictures with Mrs. Jansen for the phonics train."

Several children select the dot-to-dot pictures. Because the numbers are difficult to read, the children often make mistakes. Tara brings the erasers to the table.

Tara: "Then we can fix our mistakes!"

Scott (to teacher): "Can I get a ruler?"

Teacher: "Sure."

Scott: "I'll bring all of them." (referring to a can containing a dozen rulers)

Teacher: "You'll only need about three!"

Scott explains to the researcher that he needs the ruler to draw straight lines.

Scott: "I have one at home because I'll need it next year in grade one."

Monica asks for permission to listen to the 'Star Wars' record.

Teacher: "I wonder if everyone will come to the rug when they hear the music?"

Several children run over to ask the teacher if it's cleanup time.

Construction paper space helmets, made the other day, have increased the dramatic play with the rocket ship and in the construction centre.

Teacher (watching the children): "Oh, you guys!"

Two boys come to ask the teacher if they can leave their rocket ship (made of blocks) out on the rug.

Teacher: "No, because the morning class has to use those blocks also."

Boys: "Can we make it again tomorrow?"

Teacher: "Certainly you may!"

Tracy has visited four different centres today but hasn't stayed to do an activity anywhere. Tracy and Monica both chose Lite-Brite but the teacher selected Monica to go to that centre. Tracy appeared unable to find anything else of interest.

The teacher has just announced tidy up time when Tracy enters the rocket, tipping it over.

Teacher: "Tracy, what are you doing? What time is it?"

A contest between the boys and girls is suggested, by the teacher, as the children dress for recess. A child asks who won.

Teacher: "It's a tie since you were both very quiet!"

After recess, the teacher leaves the room for a conference with the psychologist and Heather's parents.

When the children go to the rug after snack they're very noisy. Although the aide asks them to settle down, the noise level increases.

Aide: "Okay, curl up in a ball!"

This serves to encourage the children to jump up and down making funny noises.

Aide: "Curl up again. You may stay there until it's time to go home!"

Finally the aide calls the names of the quiet children, asking them to sit up. Five children are still curled up on the rug.

Aide: "Those are the non-listeners!"

After a few minutes, she tells everyone to sit up. By this time, the children seem to realize the aide won't permit them to disrupt the class, so remain quietly seated on the rug.

The aide suggests playing "Who's That Knocking at My Door?" while waiting for the other classes to come in for singing. When the other classes enter the room, the teacher reorganizes seating on the rug. Several kindergarten children complain.

Children: "Oh, no! We're going to be squished again!"

Singing today consists of practising the song for the retirement party four times, without the piano, as Mrs. Wright is still at the conference. Expressions of relief are heard as the other classes leave.

Children: "Thank goodness! That's better! Now we have some air!"

The aide shows the pictures accompanying a story record while the children listen to the story. After asking Jeff to pay attention twice, the aide tells him to move to another place on the rug. The story ends with a familiar song.

Aide: "Now listen! You may sing if you know the song."

Applauding, the children sing along.

Aide: "Boys, go to get your coats. Now, girls."

FRIDAY, MAY 18, 1979

1:00 The children are looking at books while the teacher searches for a space book to be used in a creative drama lesson.

Susan is the leader today. Scott (the other leader) hasn't arrived yet.

The books are collected and set on the table.

Teacher: "Sit up tall."

The noise level rises as the children talk about their books.

Teacher: "What did Mrs. Wright say?"

Kathy: "Sit up tall."

Teacher (loudly): "Well, it sure didn't work that way. That's not nice!"

Today's story is about satellites.

Monica holds her hand up. Does she have a question or something to add to the story? The teacher looks at her but ignores her request for recognition.

Teacher: "Monica, put your hand down for now."

1:12 Scott arrives.

1:15 The children form two lines; the girls behind Susan, the boys behind Scott. The class goes to the library to listen to a story read by the principal.

1:30 Return from the library.

Since several other classes are coming in to practise the song for the retirement party, the teacher tells the children to sit near the back of the rug. After fifteen minutes of singing, the other classes leave.

Tara: "Good! We didn't miss play time."

Teacher: "No, you didn't miss play time. Now for work time, we'll do mazes, construction toys, painting and house corner."

Today the teacher selects four girls to play in the rocket ship wearing the space helmets.

Paper and pencil mazes are a new activity today so the teacher demonstrates the task for the children.

2:15 The fire alarm sounds.

Teacher: "Okay! Just line up and follow Mrs. Wright."

Still wearing space helmets or crowns, the children line up behind the teacher and quickly file out of the room. Outside in the schoolyard, the teacher counts the children.

Teacher: "Be very quiet now!"

When they reenter the room, the teacher calls them to the rug to talk about the fire drill. Although the school has practised this procedure several times, the children appeared unsure about appropriate actions during the fire drill.

2:20 Recess bell rings.

Teacher: "You can play a bit longer when you come back from recess."

2:35 After recess, the children go back to various centres.

2:42 Teacher: "Cleanup time!"

Several children complain that they've just started playing.

Teacher: "You've had seven more minutes to play!"

After cleanup, the leaders pass the nuts and raisins, today's snack. While waiting for the rest of the class to finish snack, several children sit on the rug looking at the books.

2:55 Show and Tell. Some children show their item to the teacher before it is passed around the circles; other children just pass their things to the person next to them. For the second week in a row, Tracy brings several things for Show and Tell.

Teacher: "Tracy, now listen! Next week I only want you to bring one thing for Show and Tell. I'm only going to let you show one thing next week. It takes too long for all the children if you bring so many things!"

The day concludes with the children singing along to Janice's record, "One Elephant, Deux Elephants."

TUESDAY, MAY 22, 1979

1:00 The regular teacher is away today. The substitute teacher has been in the classroom once before.

Tara and Cameron are the leaders today. At the teacher's request, Tara collects the books from the children seated on the rug.

The teacher introduces herself to the children.

Children: "Good afternoon, Mrs. Brown." (in response to the teacher's good afternoon)

Teacher: "What do we remember about our manners? If we have something to say we always put up our hands." (The children were asking a variety of questions about today's activities)

The teacher pins name tags on the children so that she may call them by name.

1:10 Scott arrives.

Teacher: "What did you do all weekend?"

Several children talk about camping trips to various locations.

Cameron reminds the teacher that Scott needs his name tag.

Teacher: "Cameron, can you find the number 22?" (referring to the calendar)

Usually the regular teacher takes the number card off the calendar (since the morning class pins the card up) and hands it to the child. Cameron stands looking at the calendar. He takes down the card with 21 on it.

Teacher: "No, no! That's not the one."

She points to the cards above the calendar.

Child (prompting Cameron): "Two, two."

Cameron selects the correct card and pins it on the calendar.

A large sheet of cardboard, used as a screen for filmstrips, is moved to the front of the carpeted area. The first frame of the film is projected on the screen.

Teacher: "Who knows what focus means?"
Tara: "To make it colourful."
Teacher: "Not quite!" (She defines focus for the children.)

When the teacher asks Monica a question, several children answer.

Teacher: "How many Monicas do we have the room?"
Tara: "About a hundred!"
Teacher: "It sounds like it. Only answer when your name is called."

1:20 Tracy arrives.

During the film the teacher asks several questions but the teacher can't see their name tags because she is sitting behind the children.

Teacher: "If you've heard of a volcano put your hand up."

Several children put their hands up.

Kathy (to Heather): "You've heard of a volcano, haven't you? Then put your hand up."

Heather raises her hand.

Tracy and Scott came in after the teacher introduced herself to the class. Do they know her name? Only one child has asked where the regular teacher is.

Several children leave during the film to go to the washroom. Tracy stands up and starts walking towards the door.

Aide: "Only one person at a time. Go and sit down."

Tracy sits down on the rug.

Three girls in the front row whisper back and forth during most of the film. The topics are related to the film (e.g. an eclipse which occurred earlier this year) and activities after school.

1:40 After the film the teacher tells the children to think about what they'd like to do today then put up their hands.

Teacher: "I'd like you to all try to do some dot-to-dot sheets today. Don't just play in one area."

A limit is placed on the construction centre. Three people may play there. Janice selects the matching games. Monica plays in the rocket ship but comes to observe the people working on the dot-to-dot several times. Eight children are working on the dot-to-dot pictures. Because the dot-to-dot pictures are very difficult, several children come to the researcher for help. Janice brings her game to the researcher for feedback. When the regular teacher is in the room, the children seldom request help from the researcher. Janice asks the researcher where the aide is as she wants permission to play with the Princess Leah crown.

Jim comes into the classroom. He doesn't ask any questions about the substitute teacher or the regular teacher's absence.

Since playtime was very short, the teacher decides that the children may play until recess time and tidy up after recess.

After recess and cleanup time, the children sit down at the tables for snack (raw vegetables).

Teacher: "Remember our manners. We don't take more than two."

After snack, the teacher reads a story then it's time to go home.

The classroom routine is slightly modified by the substitute teacher but the children appear comfortable with the changes. The aide is available to provide the substitute teacher with guidance and information. The children seem to ask the aide more questions during the regular teacher's absence.

WEDNESDAY, MAY 23, 1979

The teacher and aide are preparing materials for a craft project.

Monica (picking up a package of toothpicks): "What are these for?"

Teacher: "I'll tell you later."

Monica: "Why?"

Teacher: "Because I don't want to have to say it ten times."

Ted: "Nobody's picking up the books."

Teacher: "Oh, that's all right."

Several books are scattered on the rug.

Teacher: "Today's helpers are Tracy and Scott. Scott, will you pick up the books? Tracy isn't here yet."

Several children tell the substitute teacher that Tracy's always late.

Teacher (teasing): "It's so cold today."

Several children: "No!"

Teacher: "Remember your manners. Don't talk out. Put up your hand when you want to talk."

The children tell the teacher what they did yesterday after school (e.g. flying a kite, running in the sprinkler).

Scott marks the weather words (sunny and windy). He pins the number 23 on the calendar while the teacher says the date. The teacher and children repeat the date twice.

The teacher asks three different children the same question.

Teacher: "What is the date today?"

None of the children can answer the question.

Next, the teacher reads a story about bears. During the story, Jeff throws a small wooden cube up and catches it several times. No one notices except the children sitting next to him.

1:20 Tracy arrives.

The class goes to another classroom to practise a song for the retirement party. The classroom contains five rows of desks so the kindergarten children sit on the floor between the rows of desks. Their teacher usually plays the piano for singing. Since she is away today, a taped piano accompaniment is used.

Two sheets of chart paper, with the words to the song printed on them, are taped to the front blackboard. Because of the seating arrangements, it must be difficult for the children to see the words to the song. Many of the kindergarten children can't read yet, but several are stretching their necks in an effort to see the words.

Susan complains as they walk back to the classroom that her seat is sore from sitting on the floor.

As soon as the children enter the room, they all sit on the carpet.

Teacher: "Do you see a mobile in the room?"

Several mobiles are hanging from the ceiling. The children nod their heads and start to name the objects on the mobile (a star, a space ship and a satellite).

Teacher: "Mrs. Jansen and I will help you make them."

Monica: "Mrs. Jansen, can I go bathroom, please?"

Aide: "You don't have to ask as long as you go one at a time."

Heather leaves the room a few minutes later to go to the bathroom. When she comes back to the room she hurries over to the aide.

Heather: "I was quiet when I went to the bathroom. I was listening!"

Aide: "You always are. You're such a good girl."

She hugs Heather.

Seven children are working on mobiles using a variety of materials (toothpicks, styrofoam, paper cups).

Jim: "What's so good about these satellites?"

Teacher: "Nothing. Nothing's good about them, Jim. They just keep you busy."

Jim: "Well, I'd better hurry up. Playtime will soon be over."

Kathy and Tracy are standing near the door watching another class painting outside.

Monica is sitting inside the rocket ship. The teacher calls Monica to make a mobile.

The teacher is talking to Tracy but calls her Susan by mistake. Tracy corrects her, shouting.

Tracy: "My name is Tracy!"

Cameron: "Are we going to the playground today?"

Aide: "I don't know."

Cameron: "The teacher decides."

Jim: "The children should decide sometimes."

Cameron: Yeah!"

2:10 The teacher and aide forgot that the children were to go to the gym to practise the seating plans for the retirement party.

Teacher: "Class, line up quickly."

They walk to the gym.

Teacher: "Walk quietly in a good row."

When they reach the gym, the children stand against the wall until they are assigned seats. The seating is very crowded. The first grade teacher organizes the group, pushing children close together so that everyone can fit on the bleachers.

2:20 The recess bell rings. The class walks back quickly to their room. The aide stands in the doorway of the room.

Aide: "Go outside for recess now."

2:35 Since the children didn't have time to clean up before recess, clean up is required before they can have snack.

Teacher: "People who haven't finished their mobiles may do so. The others can start clean up."

Scott: "That isn't fair. We should all clean up together."

Teacher: "Okay, every one clean up."

Tracy eats her snack while the others clean up then Tracy and Scott pass the snacks around.

The teacher puts out the Bingo game and markers. Several children groan and complain.

Jim: "We want to go outside. It's so nice outside."

The teacher warns the class that they won't go outside if they're noisy or misbehaving.

Several boys are throwing the bottle caps at each other. The teacher kneels down beside them.

Teacher: "This could take a long time if you misbehave."

When the teacher holds up the letter, the children are supposed to hold up their hands and volunteer a word that starts with the letter. In their excitement, the children sometimes call out words without waiting to be asked. The teacher ignores these children, only asking children with their hands up. The game continues for about five minutes. Tracy calls "Bingo." Several children point out that she still has one space unmarked. Finally they finish all the letters of the alphabet. Obviously some children have missed some letters as they still have blank spaces on their cards.

3:05

Teacher: "Line up and we'll go to the playground for a few minutes."

THURSDAY, MAY 24, 1979

1:05 The children, teacher and aide chat informally while the children arrive. Janice and Heather, today's leaders, collect the books.

Teacher: "Good afternoon, boys and girls."

Children: "Good afternoon, Mrs. . . .?" (The children have forgotten the substitute teacher's name)

Teacher: "That's what I thought. I've forgotten some of your names too, so it's fair. My name is Mrs. Brown."

Janice is selected to mark the calendar. With the teacher's guidance, the children review the days of the week for yesterday, today and tomorrow.

Teacher: "Today is Thursday, May 24th, 1979."

When the children repeat this several say Wednesday. After the teacher repeats the date, everyone says it correctly.

Teacher: "Tara, will you come and show us what happened to you yesterday."

Tara stands next to the teacher, holding her hair back to reveal a cut on her forehead. Tara explains that she bumped her head on the monkey bars.

Tara: "Guess how many stitches I had."

Since most of the children have already heard the story, several people guess the correct number. This incident leads into a discussion about individual accidents requiring stitches.

Teacher: "Most children get stitches sometime when they're little."

Susan: "It wasn't when I was little, it was when I was still five."

Teacher (holding up a book 'Bambi'): "I have a story to read to you today."

Several children mention that they have that book.

Teacher: "Do you want to hear it?"

Children: "Yes."

1:17 Jim enters the room.

Several children turn around and kneel to see who has entered the room.

1:20 Tracy arrives, causing a disruption in the story, while she finds a place to sit.

The story leads into a discussion about hibernation.

Teacher (holding up a record cover): "How many people know this song?"

Only Kathy holds up her hand.

Teacher: "First I'll play it then I'll teach you the words."

Monica: "Can we dance to it?"

Teacher: "No I don't think so. Maybe you could clap to the chorus."

After listening to the first verse some children sing (without enthusiasm) the chorus to "The Blue-tailed Fly."

Teacher: "Stand up, stretch and run on the spot so that you can wake up."

Monica reclines on the rug listening as the teacher repeats each line of the song.

After the class sings the song, Jim's mother, Mrs. Hill, enters the classroom. While the teacher tells the children about the creative movement activity today, the mother and aide rearrange the classroom to provide a large open space.

Mrs. Hill sits on a small chair at the edge of the rug.

Mrs. Hill: "Hello, boys and girls. I'm sorry Mrs. Wright is away today. I miss her and I'm sure that you all miss your favourite teacher.

While showing the children a get-well card to send to the teacher, she asks them to think about what they'd like to say in the card. The suggestions "We love you" and "Hope you get well very soon" are printed on the card.

Mrs. Hill: "Now I'll tell you about about what we're going to do today. I want you to have lots of fun but I won't tolerate any silliness. I will help you to remember which is the real and the make believe. I am the commander and I have control. I brought my magic ray gun. It has freezing rays, melting rays and stretching rays."

A series of trial run activities, e.g. moving and freezing, reassure Mrs. Hill that she has "control" of the children.

Brightly illustrated pictures of different planets are shown to the children as the stimulus for ideas. At Mrs. Hill's command, the children curl up on the rug.

Mrs. Hill: "No giggling or I won't continue."

Monsters (created by monster rays) without sound are suggested as the first series of movements.

Mrs. Hill: "These monsters don't have any sound and mustn't move from their place. Jim, if you're silly, you'll be taken right out!"

After the children demonstrate their monster shapes, Mrs. Hill tells them to curl up on the rug again.

Mrs. Hill: "Those were the nicest monsters I've ever seen. They wouldn't scare a flea! Try again."

A discordant series of piano notes is the signal for the monsters. The children jump up roaring and growling while making monster shapes and faces.

The movement session continues for approximately fifteen minutes. During this time, the emphasis on control and silence surfaces repeatedly. If the children are allowed to make sounds, they can't move. When the children move around the room they mustn't be noisy.

Mrs. Hill (as she is leaving): "I hope I can come back to visit you and do something like this again. It was lots of fun!"

Because the creative movement session occurred during cooking time, the children don't prepare their snack today. No one asked why they didn't cook today; however, several children asked what they were having for snack.

Teacher: "In fifteen minutes the other classes will come in to practise our song. What do you want to do today?"

One boy asks if they could play with the building set making space ships. When the teacher agrees five boys run to the block centre.

Teacher: "Only three people at one time."

Two boys are told to leave the centre.

Scott: "That's what I wanted to do."

Dot-to-dot sheets and colour by code pictures are suggested as Scott's alternatives. Dejected, he walks to the table and sits down. When Scott finishes his picture, the teacher calls to two boys from the construction centre.

Teacher: "Come and do your sheets so that Scott and Jeff may build space ships."

Soon the other classes arrive.

Teacher: "Go and sit on the rug."

Tara: "Are we going to be squished again?"

After the children sing all three verses of the song, the teacher decides that the children know the words well enough.

Since it is nearly recess time, the other classes leave while the kindergarten class lines up for recess.

After recess, the children eat snack, listen to a short story then spend the rest of the time playing Alphbet Bingo.

FRIDAY, MAY 25, 1979

Susan and Jim are the leaders today. When the teacher asks the date today, several children remember the name of the month, and the year.

Teacher: "Time for 'Show and Tell'."
Child: "Wait! Wait! Wait!"
Teacher: "Oh, Susan has to pick up the books."

1:10 Show and Tell.

The teacher asks Monica to move over so that there is room for a child to stand near her when they show something. Sean taps Scott on the head.

Teacher: "Sean, I'm going to have to move you."

Cameron takes his book out of his bag. Several other children rattle their bags while holding them.

Teacher: "Let's keep the rest of the bags very quiet."

Ted shows his new baseball cap.

Teacher: "It fits Ted just right."
Tara: "See at the back that thing fastens it up."
Teacher: "I thought Ted might tell us about that."

Heather shows a wall hanging in the shape of a dog.

Teacher: "Is that called macrame?"
Heather: "No, Cindy."

Tracy stands at the door.

Teacher: "Come in and join us Tracy. Were you playing outside with the other kids?"

Tracy: "I'm always late, didn't you know that?"

Teacher: "I thought maybe you forgot to come in."

The children laugh.

Scott shows a camper.

Teacher: "Did you just get that for your birthday?"

Tara: "No, it's in April. Look up there."

Tara points to a display of Birthday Houses on the wall. Scott's name is on the April house.

The time is 1:15 so the rest of the children must hurry to finish "Show and Tell" before library time.

1:20 The children go to the library for story time.

1:40 The teacher collects the children at the library and walks back to the room with them.

The teacher lists the activities for the day.

Scott, Susan and Tara are colouring pictures using a colour code chart (e.g. r for red, bl for blue)

Susan: "Do you know how to read?"

Scott: "No."

Susan: "Oh, dear! This is going to be kind of troubly."

Tara: "What?"

Susan: "He can't read and I can't read."

Tara: "I can. Come and sit over here."

Tara points to the chair next to her. Scott moves to sit next to Tara. Tara points to an area on the picture marked 'r'.

Tara: "Just colour that red. Just plain red then put it back in there."

Tara points to the tray of crayons.

Several games are set out which involve throwing dice and moving markers. Janice and Heather are playing together. When the games were first introduced, the teacher explained that a player must throw the exact number required to reach the end thereby finishing the game. Janice and Heather explain their interpretation of this rule. If the number thrown is larger than the number required they move the marker backwards the extra number of spaces. The researcher watched several other groups of children playing similar games but no other group had modified the rules.

2:25 Recess time.

2:40 The children enter the room.

Teacher: "Clean up before snack time."

Aide: "Today is Friday. We have to clean up really well."

The aide carries the small sink from the playhouse over to the large sink. Water splashes over the edges as she carries it.

Aide: "Tracy, don't do this again!"

Sean: "Are we finished Space?"

Yesterday the aide sent many library books home with one of the mothers. Today Scott and Ted are given their space books to take home.

The aide nods her head in the affirmative.

Jim: "I have to serve."

Teacher: "Yes, Jim and Susan are servers today."

Tracy eats her snack while the children clean up. While the rest of the class eats snack, Tracy sits on the rug playing with the puzzles. The teacher calls the children to come to the rug for story. Monica is lying down on the rug listening to the story.

Teacher: "Monica, would you please sit up?"

Tracy also lies down on the rug.

Teacher: "Tracy, sit up!"

Several of the children are still at the tables eating snack.

After the story the teacher suggests taking a ball outside.

Teacher: "What games do you know?"

Several children suggest Dodge Ball. When they reach the playground, the teacher has the children number off to put them into four groups. The rules of the game appear uncertain as the researcher observes. Many children remain in the centre of the circle even though they've been hit by the ball. The game ends when the bell rings.